

The A.T.A. MAGAZINE

Eric C. Ansley,
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OFFICIAL ORGAN OF THE
ALBERTA TEACHERS' ASSOCIATION

VOLUME 25

NO. 3

There is Power in Education. To fail to utilize this power for creative good is the greatest folly an individual, a community, a state or a nation can commit.

[Publication of N.E.A.]

JANUARY
1945
TABLE OF CONTENTS
ON PAGE 48



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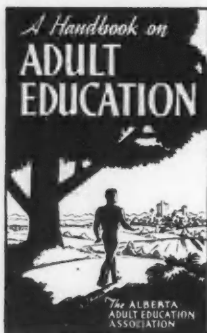
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A
New
Year's
Message



From
Our
Minister

HON. R. EARL ANSLEY
MINISTER OF EDUCATION

BECAUSE of the rest from toil and care which nightly slumber provides we often approach our daily tasks as if with a brand new start. Yet, despite the absence of any such natural break between the years, we enter the New Year in a like manner, except that the effect is manifold. The turn of the year is merely a numerical advance in a unit of measuring time, yet many use it for some realistic accounting, such as: "Where have we been going?" "Things are not as we would like to see them. "What shall we do about it?"

As teachers and educationists there is plenty that we can do about it. Two world wars within a generation, an intervening economic depression in a machine-age of plenty, a rampant degradation in morality and culture, and ample reason for grave concern as to the immediate future, all certainly offer a field of opportunity, to say the least, for marked improvement. A tolerance of such anti-democratic and anti-Christian results being imposed upon mankind against the will of the overwhelming majority of the people, must be largely, if not entirely, attributed to a lack of adequate and proper knowledge regarding these matters. The inability of the people, so ill-affected, to assume their democratic rights and responsibilities to cope with these practical problems most definitely indicates the presence of inherent weaknesses in our

educational system. Their removal will require no small effort and adjustment on the part of the classroom teacher as well as the individuals in the direct employ of the Department of Education.

It has been written: "He who helps a child helps humanity with an immediateness which no other help given to human creatures in any other stage of human life can possibly give again." Our major task is to teach the pupil to think for himself. The blind acceptance of ready-made opinions, which have obviously been very much in error, is the root cause of most of the inequities in our existing social organization. We must assist the child in a realization and the development of his individual personality so that he may utilize his natural creative instinct to a maximum. Subject matter contained in our course of studies and teaching methods which serve no useful purpose along these lines must be discarded. If we can only create an adequate measure of original thought and action on the part of individuals we will assure successful results from our educational system. Other requirements for meeting the problem of life will follow quite automatically. As another writer has put it: "Knowledge is essential to conquest; only according to our ignorance are we helpless. Thought creates character. Character can dominate conditions. Will creates circumstances and environment."

Thus, it is seen that we will have no difficulty in setting for ourselves a very worth-while goal for 1945 and the next ensuing years. As life is not a charted course much responsibility rests upon the individual teacher. There will be factors which will invite discouragement. On the other hand, there has been a marked indication of a greater appreciation of the importance of the teacher by the general public. Every effort will be made to provide him with the necessary tools, including more adequate financial remuneration. The greatest satisfaction, however, will come through the observation of desirable results from the doing of a worthwhile job. The task is not an impossible one. Remember we have been assured, "Ye shall know the truth, and the truth shall make you free."

With this thought, on behalf of myself and the Department, I wish to express our deep appreciation of the cordial relationship which exists between ourselves and the Alberta Teachers' Association, and extend our best wishes to each and every teacher for the greatest measure of success in the year which lies ahead.

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The A.T.A. Magazine

Official Organ of The Alberta Teachers' Association



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JOHN W. BARNETT, Managing Editor
Imperial Bank Bldg., Edmonton

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JANUARY, 1945

Number 3

EDITORIAL

NINETEEN FORTY-FIVE?

ONE sits with pad on knee and pencil in hand this New Year's eve and reflects on the past, yet daring to hope for a worthwhile future for education and our profession. The newspaper is finished and the C.B.C. news broadcast is ended. We have read and listened intently to reports of stupendous, almost unbelievably rapid, progress of Canadian industry and commerce; of the pyramiding of savings and investments by ordinary Canadian citizens; of record tax collections, municipal, provincial and national; of prosperity, optimism, confidence, intrepidity everywhere on the home front. The future of Canada as a great world power seems to be taken almost for granted. As reflections like these crowd through, the call out of Seir springs to mind: "Watchman, what of the night?" And the answer: "The morning cometh, and also the night: if ye will enquire, enquire ye: return, come." What hour of the night approaches for Canada's school children, Canadian education, Canadian teachers? This is the burden of thought as we ponder while 1945 is ushered in. Is the dawn of better things breaking over the horizon? Are the people of Canada coming to a clearer realization that a greater and nobler Canada can be built only by and through the power of education and the development of human resources for which there can be no synthetic substitute? Can the people of Canada continue to tolerate the situation outlined in our

last month's editorial, "Teachers are Canada's Depressed Class", or will they continue to play shuttlecock and continue blind to human waste and the indispensable contributions which the schools—and the schools only—can make? Will provincial and municipal governments break free from the traditional alibi in affairs educational by seeking: "A person who can't pay gets another person who can't pay, to guarantee that he can pay."*

SOMEHOW or other we just can't feel pessimistic as we read the signs: we recall instead the quotation used in the King's message, 1926: "I called the new world into existence to redress the balance of the old." This puts us in cheerful, sanguine vein, that another lost generation can not, must not lie ahead of us. The portents seemingly are more favorable from many directions, among which space here permits mention of but a few. Never before have influential organizations, press, and public so stressed education as a mighty force; never before has so much publicity and genuine well wishing for education, schools, and the teaching profession been evidenced. We cite as examples the following as indicators or trends in the right direction:

1. The publicity given to the Canadian Teachers' Federation Conventions, and of the efforts of its provincial affiliated organizations.

2. Articles and leading editorials in magazines of nation-wide circulation, such as *Maclean's*, *Liberty* and others; favorable editorials in the foremost daily newspapers in every province from the Atlantic to the Pacific.

3. Resolutions adopted by the Dominion organizations of several of the great service clubs—notably the Kiwanis.

4. The interest shown and action taken by the Canadian Chamber of Commerce in Annual Convention assembled—and the follow-up.

5. The recent poll of the Canadian Institute of Public Opinion showed that in every province the overwhelming majority of voters recorded their opinion in favor of higher salaries for teachers. (The mere fact that a public opinion poll should have been taken surely signifies that, "Higher salaries for teachers" is now a public issue.)

6. The Canada and Newfoundland Educational Association, composed so largely of officials of Provincial Departments of Education, and administrative officials of large city Boards of Education, has nevertheless within the past two years, fearlessly and aggressively, set forth the case for real expenditures on children, schools, and teachers, worthy of the dignity and responsibility of Canada as a great nation, present and future.

7. Trustees' associations are getting really busy in exerting organized pressure where it is needed most, urging the devotion of much larger sums of money to the cause of education—adequate salaries for teachers, up-to-date schools, dormitories and supplies.

8. The Premier and Minister of Education of Ontario is effect-

*Charles Dickens.

ing plans for his government to meet fifty per cent of the total cost of education. The statutory minimum salary for teachers has been raised in one step from \$600 to \$1000.

9. The Legislature of Saskatchewan is embarking on a comprehensive program of educational reform not the least of which are the institution of the large unit of administration, effected in Alberta several years ago, and the statutory provision for \$1200 per annum as the minimum salary for fully certificated teachers.

10. In most of the Canadian provinces teaching has achieved professional status by way of a *Teaching Profession Act* which means that the teaching profession as such has been "sold" to the Provincial Legislatures.

11. The new setup of the integrated training of teachers by the Faculty of Education, University of Alberta.

ALL in all, therefore, 1945 should make deep penetrations in the traditional *laissez-faire* Canadian educational front. The challenge is flung to the teachers of Alberta, of Canada. "Each service sees a New Year born," and the call to give of our best has never before been so pertinent as now. Education has much to hope for: the teachers are justified in being imbued with a measure of happier anticipation. All will, nay *must*, be well if it may be said of each:

"He gave the people of his best.

His worse he kept, his best, he gave."

So here's to 1945!

New Minimum Salary For Teachers

The special session of the Saskatchewan legislature passed the following amendment to The School Act:

HIS MAJESTY, by and with the advice and consent of the Legislative Assembly of Saskatchewan, enacts as follows:

1.—Section 216 of The School Act is repealed and the following substituted therefor:

"216. Notwithstanding any agreement to the contrary, every teacher who is the holder of a permanent certificate within the meaning of the Regulations under The School Act shall be paid a salary not less than \$1,200 per year, and all other teachers shall be paid a salary not less than \$1,000 per year:

"Provided that, upon receipt of a request in writing submitted pursuant to a resolution of the board, the minister may authorize engagement at a lower rate of salary for a specified time."

2.—This Act shall come into force on the first day of July, 1945.

HON. W. S. LLOYD, B.A.
Minister of Education

A. B. ROSS
Deputy Minister

President's Column =====

Fellow Teachers:

I shall give this month a few more results of the Grade X Survey Tests written in October, 1943. This is supplementary to the main report on these tests which appeared in the July number of this magazine.

City vs. Country

The results show that rural schools are getting definitely poorer results than city schools in the fields examined. It must be remembered that the tests were designed to measure the educational product in certain subjects up to the end of Grade IX. While we call them Grade X tests, they were given so early in the year that the influence of that grade on the results would be negligible. The subjects selected were Vocabulary, English Usage, Mathematics, Social Studies, and Science. Unfortunately, the mathematics papers could not be included in these later studies. They were destroyed by mistake after the first main tabulations had been made. The country and city results in the other four tests, on a sampling basis, are shown in the following table. A few explanatory notes will be found below.

The most significant column in the table below is that headed "Critical Ratio". This column shows the results obtained when the difference between

the means is divided by its probable error. The rule is that if this quotient is as large as 4, a *real* difference exists in the populations from which the samples were drawn, as opposed to a mere *chance* difference due to *chance* errors in sampling. It will be seen that the critical ratios are much larger than necessary to establish a real difference between rural and urban pupils in these four fields. Also that Vocabulary shows the largest difference in favor of the cities. The smallest difference is found in Science.

Reliability of a Sample

Perhaps a note on the reliability of a random sample may be of interest. When I began this work I took a sample of 105 rural pupils from about 15 widely scattered small schools. I later increased this to 220 (Science) from more than thirty schools. But in so doing I shifted the mean by only *one-tenth of one point*. Obviously the smaller sample was quite large enough for my purpose.

The Explanation

What is the explanation of the lower standing of rural pupils as compared with city pupils? Well, here are a few suggestions anyway.

1. Rural children are just naturally not as brainy as city children.

Table 1. Comparative Results, City and Country
Grade X Survey Tests, October, 1943

1 Subject	2 No. City Pupils	3 No. Rural Pupils	4 Mean Score City	5 Mean Score Rural	6 Mean Differ- ence	7 Critical Ratio
Science	260	220	37.84	34.44	3.40	6.94
Social Studies	229	291	57.70	52.41	5.29	7.73
Eng. Usage....	256	290	77.96	72.83	5.13	8.02
Vocabulary	243	295	36.42	30.41	6.01	9.69

2. People of professional and managerial status are found mainly in the cities. They attained their status because they had brains. They transmitted their superior mental ability to their children. These children are found in city schools. (Be careful, here).
3. A city environment is more stimulating to bright, enquiring young minds than a rural environment.
4. Rural schools are *poor schools* in comparison with city schools. Perhaps in the long run people get just about what they pay for, even in education. You can't pull rabbits out of an empty hat, not really.

Whatever the answer may be, it is worth noting that it is mainly these poorly grounded rural pupils who go eventually to Normal, get there in a few weeks the merest smattering of an education for teaching, and then go back into the rural schools to teach. Now which comes first, the hen or the egg?

Discovery of Talent

On the Grade X Survey Tests, October, 1943, the following fifteen students were all that could be found in the highest ten per cent of the group on *all four* of the tests included in this study. These perhaps may be regarded as the most generally talented of the pupils tested. Since only about a fourth of the Grade X students in the province took the tests, it may be assumed that there were about sixty students of this degree of talent studying in Grade X last year. Where are these pupils this year? Are they being recognized or overlooked, encouraged or discouraged, helped or hindered? How many of them are in school at all? Are we interested in discovering and encouraging talent anyway, or are we suspicious of it? Can we hope to hold our own in the world of the future without utilizing our talent, every bit of it that we can

find? Compare Russia's attitude on this question with ours. And we have not heard the last of Russia yet, hardly the first of her in fact.

Table 2. Students Found in the Tenth Decile in Four Tests

Grade X Survey Tests, Oct. 1943

	%
Betty Mae Barker	96
Lorne Calhoun	95
Kenneth McKie	93
Bill Stillwell	93
Peggy Manuel	92
Albert Okazaki	92
Kathleen Taylor	92
Harold Morrison	91
Alan Swan	91
Harold Sears	91
Mary Collins	90
Marguerite Holben	89
Dalton MacWilliams	89
Bill Roper	88
Dorothy Shaver	87

Highest Standing by Subjects

The following are the top ranking students on each of the tests. The number after each name is the score. The possible score in each case is shown in brackets at the top. Apropos of what was said above, it might be remarked that with only one or two exceptions the pupils named in all these lists were found in the cities and largest towns—very nearly all in the cities.

English (100)

Bill Stillwell	98
Betty Dandell	97
Roy Milner	96
Isobel Potter	96
Denise Sweeney	96
Kay Cooner (?)	96
Margaret Coursey	96
Frances Grigsby	96
Marjorie Welch	96
Ralph Meeres	96
Vera Ingram	96
Peggy Manuel	96

Social Studies (80)

Jack K. Holmes	79
W. E. Barker	79
Owen Asplund	79
Leonore Galarneau	79
Kenneth McKie	79
Albert Okazaki	79
Betty Mae Barker	78
Josephine Jarkiew (?)	78
Manuel Friedman	78
Harold Morrison	78
Bob Kennedy	78
Donald MacWilliam	78
Jean MacWilliam	78
Israel Switzer	78

Science (60)

Lorne Calhoun	59
Israel Switzer	58
Albert Okazaki	57
Bob Scarlett	57
William Toller	57
Pete Simon	56
Betty Mae Barker	56
Bob Kennedy	55
Ernie McCubbin	55
Bob Hilchie	54
Dalton MacWilliams	54
Kenneth McKie	54

Vocabulary (60)

Betty Mae Barker	60
Anne G. McEachern	59
Kathleen Taylor	58
Joyce Mitchell	58
Lorne Calhoun	58
Bill Stillwell	57
Mary Collins	57
Edward McFadden	57
Isobel Potter	57
Sara Green	56
Joan Rylands	56
Peggy Manuel	56
John Popplestone	56

Sincerely yours,

C. SANSOM.

Teachers' Salaries

There will be almost universal public sympathy with the request of the Alberta Teachers' Association that the statutory minimum salary for teachers in this province be raised from \$900 to \$1,200 a year.

One argument favoring this increase is that other provinces, notably Saskatchewan, have recently raised their minimums. But this is by no means the chief reason for supporting the proposal.

The fact, and everybody knows it, is that even \$1,200 a year, or \$2,400 for that matter, is a most absurd and tragic minimum for the kind of service teachers render in the community.

For of all the professions, teaching is easily the most vital. From his teachers the child acquires many of his notions of citizenship, patriotism and, indeed, many of his slants on life itself. Thus, from the teacher flows the very spirit of democracy.

The teacher is the pivot upon which our entire system of government, our social consciousness and our way of life swing.

Public enlightenment, of course, is the keystone of democracy in the precise degree to which they have acquired a sense of social and political responsibility.

It is time, surely, that we began to understand that the units of our instructional system are worth something more than \$1,200 a year.

Many people complain that educational costs already are high. They must be higher still. We must face that necessity. Surely nothing is more valuable than education.

And if democracy is worth fighting and dying for, it surely is worth paying for. (*The Bulletin*)

PLEASE PATRONIZE OUR
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The A.T.A. Magazine

Our Biggest Reconstruction Job - - - THE SCHOOLS

War has shown that Canada's educational system is outmoded, wasteful and inadequate. Leading authorities have already prepared plans which could bring our schools up to the standards being set in Britain and the United States

By Max Braithwaite

TODAY many Canadians are saying that we must plan to provide teachers for those misguided savages, the Fascist youth of Germany and Japan. Yet Canadians have proved so incapable of solving their own education problem, that last year, here in their own country, more than 100,000 children were taught by unqualified, stopgap teachers. On top of that, many teachers now in the armed forces declare that they will not return to their profession after the war—they have become too accustomed to three square meals a day and to being treated with the respect due to any citizen worthy of his hire.

The totalitarian countries, recognizing that "as the twig is bent the tree's inclined," have spared neither expense nor effort in making education a major aspect of their programs. Although we admire neither their methods nor their aims, we must admit that they have obtained astonishing results. Fanatic Hitler youth at Caen, fighting to the death for a lie they believe in, provide evidence of what slightly over a decade of intensive education can accomplish.

For too long we here in Canada have given lip service only to the principle that an enlightened, well-informed citizenry is the base safeguard of "our way of life." We have deluded ourselves that ours is a modern, efficient educational system and that every child in Canada has the opportunity to develop to the full-

est extent of his ability. Actually, our leading educators are agreed that, except for a few prosperous larger centres, our educational system is outmoded, wasteful, and in many ways inadequate to prepare youth for modern living.

A survey of the three armed forces revealed that about 2,700 servicemen had no education whatsoever—which resulted in the Army having to open a school for illiterates where men who had grown to maturity in Canada are taught laboriously to spell out c-a-t, cat. One hundred and twenty-five thousand men, or 18 per cent, had never completed public school; 164,000, or 24 per cent had public school only. Only 3.4 per cent had completed senior matriculation.

It has been necessary for each branch of the armed forces to inaugurate a regular educational program, thereby taking many teachers from their civilian jobs, in order to bring men up to the standard required for the specialization in modern military training. In these schools it has been revealed that many men who can produce certificates showing they have successfully completed Grade Ten in a rural school are incapable of passing a Grade Six arithmetic or English test, and even matriculation graduates often are tripped up by the intricacies of common and decimal fractions.

Also each service has found it necessary to carry on a program of citizenship training so that men would know "what we are fighting for."

Some startling discoveries have been made in these classes:

1. The average citizen has only a vague notion of the Constitution of his country and knows little Canadian history. Questions frequently muffled: "When did Canada become a nation?" "Which Canadian province has the largest representation in the Dominion House of Commons?" Before commencing any discussion group it is necessary to teach the elementary history involved in the topic.

2. Most men have a foggy notion of just what duties and responsibilities are included in democratic citizenship.

3. Pamphlets and books on current affairs, provided for reading rooms and libraries, for the most part remain unopened. Many men confess to having never read a serious article or book.

It seems a grim fact that we should not teach the value of democracy until we ask our young men to lay down their lives to safeguard it.

We usually consider that we get what we pay for. A recent survey shows that in the matter of payment for the education of our children, 50 per cent of all Canadian teachers received a salary of less than \$13.75 a week, and 25 per cent received less than \$10.33 a week. I know one prairie municipality where, during the 1937 drought, every teacher, except those in the largest town, was living on direct government relief and receiving not one cent of salary. This condition has resulted in many capable men and women leaving the profession and in causing educational authorities concern over the fact that many high school graduates who have the aptitude and personality for the work shun the teaching profession.

As to equality of educational opportunity, there simply is no such

thing. The report of the Survey Committee of the Canada and Newfoundland Education Association reveals that the cost of educating a child varies from \$31.70 a year in one province to \$83.88 in another. Those concerned for the future of Canadian unity point to this as one of the chief reasons for discordance. The difference in the cost of education between rural and urban districts within the Canadian provinces is even greater.

The same report shows that, out of 20,610 schools in Canada, 14,692 have one teacher each, and 1,430 two teachers each. In other words, four-fifths of our school administrative units are educationally and economically unsound. It also points out that whereas the average urban center is able to maintain modern efficient school plants, staffed with well-trained, competent teachers, on a school rate of ten to fifteen mills, the average rural school, with a tax rate of 40 to 200 mills, is hard put to operate one room and pay a salary of \$600. One province has 101 administrative units, each with assessment valuations of less than \$5,000, the cost of a small city home.

In our traditional "little red schoolhouses," one partially trained teacher working in a dingy, poorly-lighted, poorly-equipped schoolroom attempts to teach eight to ten grades all the subjects of a varied curriculum, giving possibly forty to fifty minutes a day to each grade. To quote the report, "Thousands of rural schools are dingy and dirty, without modern heating, landscaping, ventilation, water supply, lighting, playground or library facilities. At present many are neither safe nor sanitary. To remove or modernize them is an urgent need."

Healthy bodies as well as trained minds are the responsibility of the schools. Although many communities are providing through their schools adequate health examination, treat-

ment, and immunization, as well as regular dental check-ups, the majority of schools find such a program financially impossible. The high rate of rejects in the armed services shows that the health of the nation is below par, due largely to malnutrition and poor posture, and dentists in the armed forces report that many men who climb into their chairs are having teeth inspected and repaired for the first time in their lives.

One educational authority reports that he has yet to see the school, urban or rural, that has the minimum lighting required by law. Says he: "We are driving our children blind." A survey shows that of all college graduates, 40 per cent of those who entered school with perfect vision are wearing glasses when they leave. It goes on to say, "What would we think if 40 out of every 100 of our children were so crippled by education that they hobbled down the college steps on crutches?"

Another condition most educators deplore is that, except for a comparatively few technical schools, our curricula are not sufficiently practical. Students are not trained for what they want to be and have the ability and aptitude for. The elementary school aims at the secondary school, and the secondary school aims at the university, in spite of the fact that only 50 per cent of our students ever go to high school, and less than 3 per cent reach university. The adolescent who doesn't fit into this purely academic pattern is branded as a failure and leaves school without those diplomas that are coming to mean more and more to employers.

Nor can we tell ourselves these conditions are the temporary havoc of war. Certainly education, like everything else, has been hard hit the last five years. But the root of the trouble is to be found in a general educational setup which is as old as our country and which never has been revised.

By provision of *The British North America Act*, elementary and secondary education are entirely left up to the provincial governments. Each provincial department of education has the responsibility of arranging curricula, training teachers, supervising and inspecting schools, choosing textbooks, and setting up local school districts. By means of a grant, they provide about 15 per cent of the cost of education. The rest of the job—that is, the actual administration of the school and the task of paying the other 85 per cent of the cost—is left to each local district. This means that more than four-fifths of school money comes from direct taxation on immovable property, and this of course means that where the value of such property is low, the amounts raised are pitifully inadequate. In agricultural communities the children's education depends upon the vagaries of nature. No crops, no money for schooling.

In each local school district there is a school board, elected by the ratepayers. Membership is a thankless job and is usually passed around the district so that everybody will have a share of the dirty work. To give them credit, the men and women on these boards are sincerely trying to provide what they consider to be an adequate education for the young people under their charge. But they are not educationists; they are farmers, fishermen, miners, business men, whose daily work takes up their time and energy. They cannot be expected to understand and appreciate modern educational methods.

As a result, in many districts the school is looked upon as a necessary evil. The provincial law decrees that it must be kept open 200 days in each year, that it must have the services of a qualified teacher, and that the children must attend more or less regularly until they are fourteen or fifteen years of age, but it doesn't say where

the money is to come from. In many cases school boards have given up in disgust and chucked the whole mess back at the provincial government, in which case the inspector of schools is appointed official trustee.

Nor can the blame be placed on the provincial departments of education. Their record is good. The C.N.E.A. reports them to be "—by no means complacent or reactionary." They have set minimum wage scales for teachers, supported educational projects to the best of their ability, and in some provinces imposed special taxes for education. But the job is simply too big for them to handle without more outside help.

But although the situation is bad it is by no means hopeless. Practical and common-sense suggestions for its amelioration are at hand and have been placed before our legislators. On March 15, 1944, representatives of the Canadian Teachers' Federation appeared as witnesses before the special House of Commons Committee on Reconstruction and Re-establishment and presented a brief, advocating among others the following educational reforms:

1. That the federal and provincial governments should provide at least 50 per cent of the cost of education. They pointed out that the central government in Great Britain foots 55 per cent of the educational bill, and in New Zealand 100 per cent, and that the federal government in the United States recently provided \$200,000,000 to assist the various states with their educational programs.

They point to agriculture and youth-training subsidies as a prece-

dent for federal support, and suggested that the present national annual expenditure of \$146,832,642 should be at least doubled. Federal equalization grants, they say, might be distributed to the provinces on the basis of need, child population, and per capita national income of the province. The Federation is convinced that federal aid for education is possible without federal control. It emphasizes the importance of having each province continue to look after its educational affairs. To the question, "Where is all this money to come from?" educators reply that we have raised billions to fight the enemies of democracy abroad; we must be prepared to raise millions to fight the enemies of democracy—ignorance, intolerance, and selfishness—at home.

2. That an adequate health program be instituted in all schools. This should include regular medical and dental examinations, free immunization service, regular nursing service, and a program of school lunches. In its survey report, which the Canadian Teachers' Federation endorses, the C.N.E.A. estimates that such a program will cost at least \$20,200,000.

3. That sufficient scholarships be provided by universities to permit financially embarrassed students, who have the capabilities, to acquire professional training. Tests indicate that 25 to 30 per cent of high-school graduates have the ability to complete university. However, only ten out of 100 actually attend university, and of these only three complete their courses. The high percentage of failures is caused by the fact that many of those who attend university lack ability but do have the money to enter. Many a first-rate doctor, lawyer, dentist, engineer is lost to the community while college seats are cluttered up with too many boys and girls interested only in sports and social activities.

4. The establishment of a minimum

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wage scale for teachers high enough to attract to the profession personnel of the highest caliber and to induce them to make a life's work of it. It is recommended that the median wage for the Dominion (now \$782) should be more than the \$1,321 suggested in the C.N.E.A. survey report. The Canadian Teachers' Federation advocates also the extension of the teachers' training course. They point out that while we require that medical men have six or seven years' professional training before entrusting to them the care of our bodies, teachers whose work and influence are bound to affect the destiny of the nation are granted a certificate after one year of normal-school training. They suggest a course of at least two years, with some time spent under the supervision of an expert, and finally suggest that all teachers should be better trained in the field of child guidance, practical child psychology, and community leadership.

5. The establishment of the larger unit of administration in rural areas and the setting up of more consolidated schools. This has been the spearhead of educational reform in the West for years, and it is an attempt to bring the rural school up to the standard of the urban school. By grouping a number of rural schools together under one central board it is possible to equalize taxation rates and to avoid waste. Also the larger unit is able to acquire the services of a full-time supervisor who has the task of hiring, placing, grading, and supervising the teaching staff, much as it is done in a large city. High schools with dormitories can be built in the center of the unit, where rural students can obtain full high-school training without the expense of going to the city. It also permits establishment of vocational-agricultural schools and others peculiar to rural needs.

6. Modification of the school curric-

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ulum to make the school fit into the community. The C.T.F. recommends greater emphasis on vocational training and an extension of the principle that each student should spend the bulk of his time on useful subjects that he likes best and can do best. The armed forces have proved the value of aptitude and diagnostic tests, and these should be put to greater use in the schools. Information on each child could be compiled and recorded in a card system from year to year, so that it might be used as a guide in determining what he is best fitted for. Also there is a big need for vocational guidance in adolescent years. Specially trained teachers should be available for this work in every high school, to give advice on various occupations.

These professional educationists recommend that practical citizenship should be an integral part of every individual's school life. Students should be given a chance to enter into the civic life of their community—something like the U.S. plan where students take over the city hall and the police department and the fire department to see what makes them tick.

They suggest also the interchange of students and teachers from one province to another, to develop better understanding of this vast country and thus promote Canadian unity. They feel there should be some attempt to standardize grades throughout the Dominion, so that children moving from one province to another may not suffer the serious psychological effect of being retarded. Standardization of textbooks is also recommended. At present, Canadians

have a widely different concept of of Canadian history, depending upon the official leaning of their particular province.

7. The establishment of intermediate schools where students may receive engineering and technical training up to the level of second-year university. Said Dr. C. N. Crutchfield, secretary-treasurer of the Federation: "There is a great need for a sound trade; there is so much difference between a man who finishes high school and a man who graduates from the university. The man who graduates from the university is of particular value in any industry where he can find work, but that is not always possible; but there is a great demand in industry for the intermediate level where you get many clever men who are not interested or who have not the aptitude to become engineers but who could make very useful superintendents and so on, and experts in specialized lines." He estimated that about 150 of these schools would be required at a cost of \$4,500,000 per annum and a capital cost of \$15,000,000.

The school-leaving-age, according to the C. T. F., should be at least sixteen years. Other educationalists suggest eighteen years and that men attending technical schools should spend a certain length of time in in-

dustry actually working at the trade they are studying.

8. That schools be given a high priority rating in any postwar building program. They estimate that at least \$44,260,000 of federal funds should go into the erection of new schools and the replacement of buildings that are now obsolete. This amount, they say, should be apportioned to the various provinces according to their needs. They recommend also that the existing air schools should be turned to educational uses after the war and that technical schools should be given first choice of air-training equipment for vocational studies.

These proposals are neither radical nor impracticable. They are the result of sober, solid thinking by the leading educational authorities in the country. They should be regarded as the minimum required to bring our educational program into line with modern living and somewhere near the standard being set in England and the United States.

As one educationalist put it: "Children are our greatest natural resource." How we develop and husband that resource will determine the future of our land. Let us put this reconstruction job at the head of our list, second only to the rehabilitation of our fighting men. To do any less endangers our future.—(*Liberty*).

HELP WANTED

A teachers' society in the Province of Manitoba desires the services of a General Secretary with the following qualifications: (a) Teaching experience in rural, and town or city. (b) Age 35-50 years. (c) Organizing ability. (d) Well qualified to meet the public. Attractive salary schedule with pension arrangements. Applications will be received up to March 1st, 1945.

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The NEW Plan for Teacher TRAINING

By Hon. R. Earl Ansley,
Minister of Education

The *Department of Education Act* gives the Minister of Education the power subject to the approval of the Lieutenant Governor in Council to make provision for the training of teachers, and to make regulations for the examination and certification of teachers.

In the fall of 1929, the Minister of Education made an arrangement with the University whereby the professional training of high-school teachers should be carried on at the School of Education (now the Faculty of Education) of the University under the supervision of a Joint Committee of the Department of Education and of the School of Education, later known as the School of Education Liaison Committee. This Joint Committee, or Liaison Committee, had no power other than that of making recommendations to the Minister of Education and to the University. The certification of these teachers remained, as before, in the hands of the Minister.

In January, 1936, the Liaison Committee recommended to the Minister that on and after January 1, 1937, the High-School Teacher's Certificate should be the only certificate authorizing the holder to teach in Grades XI and XII. Accordingly, the Minister of Education amended the regulations governing teachers' certificates in such manner as to give normal-school graduates authority to teach in Grades I to X only, and graduates of the School of Education authority to teach in Grades XI and XII.

The Department of Education now proposes to unify the programme for teacher education in the Province by arranging with the University to have the professional training of teachers for elementary and intermediate

grades, as well as for high-school grades, carried on in the Faculty of Education at Edmonton, and in a similar institution at Calgary. The present Normal Schools and staffs will be transferred to the University.

The present Order-in-Council merely provides for the setting up of a Board of Teacher Education and Certification, whose powers will combine those of the former Liaison Committee and of a special Committee on Certification, appointed about seven years ago. This Board is a purely advisory body: it has only the power of making recommendations to the Minister and to the President of the University respecting the programme of instruction, the estimates of expenditure on this programme, appointments to the staff of the Faculty of Education, and regulations governing the certification of teachers. The Board will represent jointly the Department of Education, the University of Alberta and the Alberta Teachers' Association.

When the Board is ready to submit its recommendations, an agreement will be drawn up between the University and the Minister, setting out, subject to the Minister's control of policy, the programme of training as agreed to by both parties, and certain other matters relating to the Normal School staff, and the use by the University of the Normal School buildings, plant and equipment.

ORDER-IN-COUNCIL

Edmonton, Alberta,
December 28, 1944.

TO HIS HONOR
THE LIEUTENANT GOVERNOR
IN COUNCIL:

Whereas by virtue of Section 7, Subsection (a), Clause (iii), of *The Department of Education Act*, being Chapter 10 of the

Revised Statutes of Alberta, 1942, the Minister of Education with the approval of the Lieutenant Governor in Council shall have power to make regulations for the examination, licensing and grading of teachers; and

Whereas by virtue of Section 7, Subsection (d), of the said Act, the Minister of Education with the approval of the Lieutenant Governor in Council shall have the power to make provision for the training of teachers;

Therefore, the undersigned has the honour to recommend:

1. (a) That there be appointed a Board of Teacher Education and Certification, consisting of thirteen (13) members, of whom five (5) shall represent the Department of Education, five (5) shall represent the University of Alberta, and three (3) shall represent the Alberta Teachers' Association.

(b) That the said five (5) representatives of the Department of Education shall be the Supervisor of Schools and the Chief Inspector of Schools, together with three (3) other members of the Department's staff, appointed by the Minister of Education.

(c) That the said five (5) representatives of the University of Alberta shall be the Dean of the Faculty of Education and the Assistant Dean of the Faculty or other supervisory Head of the Teacher-Training Department in the University of Alberta at Calgary together with three (3) representatives of the University of Alberta, appointed by the University.

(d) That the said three (3) representatives of the Alberta Teachers' Association shall be the President of the said Association and the General Secretary-Treasurer of the said Association, together with one (1) member of the said Association, appointed to the Board by the Minister of Education.

2. That it shall be the duty of the Board and that the Board shall have the power—

(a) To prepare for recommendation to the Minister a programme for the training of teachers in the Province of Alberta; to outline the general principles

which shall govern such programme; and to specify the end results required from such programme.

(b) To consider and review, both as a whole and in any or all of its phases, the detailed instructional programme for the undergraduate training of teachers in the Faculty of Education of the University of Alberta at Edmonton and/or at Calgary, including the subject-matter of all courses of instruction; and to report and recommend thereon to the Minister of Education.

(c) To receive and consider recommendations of the Faculty of Education Council relating to the said instructional programme.

(d) To make recommendations to the Faculty of Education Council respecting the graduate training of teachers.

(e) To require each year, at the time when the annual estimates of expenditure for the University are prepared, that the Dean of the Faculty of Education submit to the Board a copy of the estimates for the ensuing year which cover proposed expenditures in the said Faculty for staff salaries, operation of plant, equipment and libraries; and to consider and review such estimates, and report and recommend thereon to the President of the University.

(f) To lay before the President of the University proposals for staffing adequately the Faculty of Education of the University of Alberta, both at Edmonton and Calgary; and to recommend to the President from time to time persons suitable for appointment to the staff of the said Faculty of Education at Edmonton and at Calgary.

(g) To determine for recommendation to the Minister of Education the types of certifica-

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tion of Alberta teachers; to fix for recommendation to the Minister the requirements for each and every class or type of Alberta teacher's certificate; and to recommend for certification to the Minister all persons whose training and qualifications meet such requirements.

(h) To evaluate and appraise the professional qualifications and standing of all teachers seeking Alberta certificates whose diplomas or certificates were not obtained in Alberta, and to report thereon to the Minister of Education.

(i) To devise and prepare for recommendation to the Minister of Education all regulations governing the certification of teachers in Alberta.

(j) To advise the Minister of Education in all cases involving suspension or cancellation of a teacher's certificate; and in all cases where interpretation or application of the regulations governing certification is under dispute; and in all matters relating to the professional education of teachers, or touching the prestige and welfare of the teaching profession.

(3) That it shall be the duty of the Board to meet at least twice each year, and as often as the Board may find it necessary.

(4) That seven (7) members of the Board shall constitute a quorum, of which number two (2) at least shall be representatives of the Department of Education, two (2) at least representatives of the University, and one (1) at least representative of the Alberta Teachers' Association.

(5) That members of the Board not residing in Edmonton shall be entitled to reimbursement for travelling and subsistence expenses incurred through attendance at meetings of the Board.

(6) That the Board shall have the power to appoint an Executive Committee of the Board; and to enact by-laws for the proper ordering of its business.

Provided that such by-laws shall be deemed in effect only if they have been approved by the Lieutenant Governor in Council.

Respectfully submitted,

R. E. ANSLEY,
Minister of Education.



NEW YEAR'S GREETINGS

TO ALL EDMONTON NORMAL SCHOOL
GRADUATES

FROM

E. N. S. ALUMNI ASSOCIATION

PRESIDENT: MARY LAMBERT
VICE-PRESIDENT: HERBERT THOMPSON

SECRETARY: JOY SPEER
TREASURER: DAVE COONEY

A FEW MORE TRUTHS

By Nemo

The most tragic moments in the dramatic career of Charles I had arrived. As he stood beside the block, he turned to Bishop Juxon, who had accompanied him to the place of execution, and pronounced the one word, "Remember!" The word, at such a place and such a time, seemed to the bystanders, friend and foe alike, to be fraught with a deep significance. What did the monarch wish the good bishop to remember?

This incident was recalled to my mind last July by an editorial in that month's issue of *Maclean's Magazine*, in which the editor commented on the colossal ignorance displayed by the senior high school students of Ontario in their answers to a questionnaire compiled by order of the Minister of Education. For example, only an insignificant percentage of the students could answer such a simple question as, "What provinces were included in the Dominion of Canada on July 1, 1867?" But it is not necessary to repeat the details as set forth in the editorial. They are, doubtless, known to most readers of this *Magazine*. Something must be radically wrong with the system of education in Ontario when the haporth of literacy acquired by senior high school students in that province does not include knowledge that should form part of the mental equipment of every fifteen-year old boy and girl in this democratic country. A few years ago "factual inflation" was the bugbear of many of our educationists. The answers to the Drew questionnaire have revealed the fact that that bugbear has now disappeared from the schools of Ontario—but to whose advantage?

Premier Drew lays the blame for such a discreditable display at the doors of the parents. His thoughts have apparently travelled back to the

days of Moses, and he recalls the Hebrew leader's exhortation to his followers to teach the commandments of the Lord to their children: "Thou shalt teach them diligently to thy children, and shalt talk of them when thou sittest in thy house, and when thou walkest by the way, and when thou liest down, and when thou risest up." This was sound advice when the Hebrew had neither schools nor books. It is advice that cannot safely be ignored even today when we have a multiplicity of both. We sometimes appear to forget that repetition and reflection are two of the most effective ways in which to make essential facts "part of the permanent furniture of the mind." "If," says one writer, "a student can be trained to the habit of giving ten minutes a day to asking himself, 'What have I learned today, and why have I learned it?' and to the act of trying to recall it, and to think out some illustration of it, he is sure to make great and true progress." Times have so changed since the days of the great patriarch that the parents of today cannot be relied upon to take an active interest in the education of their children. With the possible exception of a very small minority, indeed, they are all "escapers" who prefer other means of escape from the stern realities of their daily lives.

Let us hope that, like a litter of puppies out for a walk, these senior high school students of Ontario will dig up the old bones again and "have another chew".

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Letters in Canada

1943

The second of two articles on
Canadian books by

Mary Winspear, M.A., Ph.D.,

Department of English, University of Alberta.

IN the preceding issue of *The A.T.A. Magazine* I gave an account of English-Canadian Letters based on the annual report in *The University of Toronto Quarterly*, April, 1944. This account of French-Canadian and New-Canadian Letters is based on the report in *The Quarterly*, July 1944. I remind readers again that critical comments and more complete details of these publications may be found in these two issues of *The Quarterly*.

French-Canadian Letters

(1) Novels.

Jeunes Femmes, Isabelle Tonarelli (Montreal, Valiquette) takes revenge on Henri Montherlant for his conception of love as expressed in *Jeunes Filles*. Jacques Sauriol's *Le Desert des Lacs* (Montreal, Edns. de l'Arbre) describes the detective work of a young Montrealer in connection with a train wreck in Northern Ontario. *Tentations* by Gérard Martin (Quebec, Libre Garneau) and *Le Verger* by Father Gabriel La Rue (Montreal, Le Messager Canadien) both deal with the problem of sin and the sense of sin.

Contes d'aujourd'hui by Henri Beaupray (Quebec, Action Catholique) are moral tales dealing with the problems of the industrial crisis. Another novel by the same author, *Jours de Folie* (Quebec, Action Catholique) dramatizes the theme of Christian humanism. Berthelot Brunet introduces us to simple, credu-

lous people in his novel *Le Mariage blanc d'Armandine* (Montreal, Edns. de l'Arbre). François Hertel's *Anatole Laplante, curieux homme* (Montreal, Edns. de l'Arbre) deals with the paradoxes of human personality. In *L'Abatis* (Montreal, Edns. fides) Abbé Félix-Antoine Savard has written a work in praise of the pioneers of the Abitibi region.

Felix Leclerc's *Adagio* (Montreal, Edns. fides), is a collection of short stories.

(2) Plays and Poetry.

La France vivra by Henri Deyglun (Montreal, Edns. de la Revue moderne) tells how the French colonists struggled for survival in 1655 just as the French-Canadian commando of 1943 struggles to survive his cruel enemies. *Veille d'examen* by E. Sonet of the University of Alberta and *Maldonne* by Arthur Prévost both written some years ago have been published, the first by Macmillan, Toronto and the second by Sorel, Edns. Princesps.

Mlle Cécile Chabot's *Imagerie* (Montreal, Edns. Fides) is a Christmas story illustrated in color by the author. Other collections of poetry include: *L'Heure de la chimere* by Philippe Maingot (High Prairie, Alberta); *Maman médite*, a collection of private devotions for each day of the week by Father Lorenzo Gauthier (Montreal, Edns. Fides), *Heures d'Amour* by Mme Gaudet-Smet (Montreal, Edns. Fides); *Salut O*

Reine by Roger Brien (Montreal, le *Messager Canadien*); *Strophes et Catastrophes* by François Hertel (Montreal, Edns. de l'Arbre).

Pierre d'Oil's *Nuits et Jours* (Montreal, Valiquette) are prose poems celebrating nature. Mlle Thérèse Tardif's *Désespoir de vieille fille* (Montreal, Edns. de l'Arbre) a collection of bitter reflections has found answer in Marie de Villers, *Reponse a Désespoir de vieille fille* (Montreal, Beauchemin.)

(3) *Philosophy, sociology, history and biography.*

De la Primaute du bien commun contre les personnalistes by Charles de Koninck (Quebec, Université Laval; Montreal, Edns. Fides) an attack on the philosophy of personalism, has a preface by Cardinal Villeneuve. In *L'Homme contemporain et le problème moral* (Montreal, Edns. Fides) Father Petit sets out to prove the falsity of ethical and social philosophies because they do not recognize divine authority as the ultimate moral law. A similar view is set forth in Father Jacques Tremblay's *Constantes* (Montreal, Edns. Fides). "The whole of the Christian spirit is to centre man's life on the Absolute."

Father Louis Lachance's *Philosophie du langage* (Ottawa, Edns. du Lévrier) traces the origin, the physical nature and the metaphysical essence of language and includes a chapter on bilingualism.

This year's studies of French Canada and the French-Canadian include *Initiation a l'étude* by E. Minville (Montreal, Edns. Fides), *Initiation a la Géographie humaine* by Raymond Tanghe (Montreal, Edns. Fides), *Un Monde était leur empire* by Ringuet (Montreal, les Edns. Variées), *Les Grenouilles demandent un roi* by Jean-Charles Harvey (Montreal, Edns. du jour) and *Pourquoi sommes nous divisés* by the Abbe Maheux

(Ottawa, Radio-Canada). The limits set on this report do not permit comments on these works and I would once more refer readers to the *University of Toronto Quarterly* for a clearer indication of the points of view presented by these authors.

New-Canadian Letters

The first volume of Czech poetry to be printed in Canada was published in Montreal in 1943. It is *Night on Mount Royal* by Captain Rudolf Nekola (Montreal, Robson Printers). Ukrainian fiction is represented by vol. II of Elias Kiriak's *Sons of the Soil* (Edmonton, Institute Press). Peter Klassen published two instalments of a series of stories for children, *Der Peet* and *Die Heimfahrt*, mimeographed by the author at Superb, Saskatchewan. Other work by Mr. Klassen was published in newspapers and annuals during 1943. Dr. Jacob Janzen of Waterloo had a volume of sermons entitled *Briefe an unser Volk* printed privately and also a religious *Wandkalendar* and a collection of *Erzahlungen aus der Menonitengeschichte*.

Icelandic scholarship is represented by Thorsteinn Th. Thorsteinsson's *Saga Islendinga I Vesturheime* a volume of the history of the Icelandic migrations to the Americas. This project is sponsored by the Icelandic National League with its headquarters in Winnipeg which also publishes the annual *Timarit*.

The Michael Hrushevsky Ukrainian Institute of Edmonton marked its twenty-fifth anniversary by publishing *Yuvileynna knyha* a Jubilee volume history of the institute (Winnipeg, Ukrainian Publishing Co.) From the same house we get a summary of the principles of Ukrainian grammar, *Klyuch do Movy* by Honoré Ewach. This is a reference work for those who already have a speaking knowledge of the language.

DEADLINE FOR RESOLUTIONS: FEBRUARY 15, 1945

HIGHLIGHTS of the Christmas Executive Meeting

By G. C. French, M.A.,
Edmonton District Representative

THE Christmas meeting of the A.T. A. Executive, held in Edmonton on December 16th dealt with a large and varied agenda. A report of the highlights of this session demonstrates the increasing scope of the responsibilities the Association has in the educational work in the province.

Financial Report

The financial statement for the nine months period from March 1st to November 30th, 1944, showed receipts of approximately \$34,000. This amount had been disbursed carefully on administration costs of \$7,000, organization costs of \$6,500 including the cost of the 1944 A.G.M., committee expenses of \$400, C.T.F. fees of \$1100, with the balance of approximately \$18,500 invested in bonds. *The A.T.A. Magazine* for the period showed a satisfactory surplus owing to the improved support of the advertisers. The financial position of the Association appeared to be quite sound.

Fall Conventions

The General Secretary, Mr. John W. Barnett, reported on the success of the two-day Fall Conventions, the interest of the Minister of Education and other Departmental officials, and the contributions made by members of the Faculty of Education. Although the plans for guest speakers from the east had not worked out for 1944 conventions, the Executive agreed to continue the policy of having guest speakers attend the two-day Fall Conventions.

Constitutional Changes

The General Secretary reported that from his observation and experience at the Fall Conventions, he believed the attitude of the teachers to be amiable and to evidence firm confidence in the A.T.A. administration. This was reflected particularly in the support given the electoral ballot concerning the proposed constitutional changes in the setup of the A.G.M. The results of this vote indicated that 80 per cent of the teachers in the province favored the principle set forth in the proposed plan. A committee of Dr. C. Sansom, John W. Barnett, G. C. French and E. C. Ansley was appointed to draft the necessary changes in the By-laws for submission at the next A.G.M. in order to implement this change. This committee will also deal with the proposed change in the boundaries of the geographical districts.

Annual General Meeting

Teachers who have followed the work of the C.T.F. will be pleased to learn that Dr. C. N. Crutchfield, General Secretary of the C.T.F., will be invited as guest speaker to the next A.G.M. To increase the efficiency of this A.G.M., a committee of the Executive will be appointed to consolidate the resolutions and to prepare the agenda. For this reason, Locals are being requested to have all resolutions in by February 15th. It is hoped that this Easter week will be a holiday and that many teachers will have the op-

portunity of enjoying a successful A.G.M. in the Macdonald Hotel, Edmonton, April 2nd-4th.

Economic Research

Those teachers who recognized the authors of "The Toonerville Trolley of Canadian Unity" in the December Magazine will be pleased to learn that the Executive is requesting Mr. Powell and Dr. Argue to continue their good work on economic research.

Integrated Teacher-Training Program

The Executive expressed their appreciation of the work done by Dr. Sansom and John W. Barnett, the A.T.A. representatives on the committee which had worked out the principles adopted in the Order-in-Council of August 31st, 1944, and the agreement between the University of Alberta and the Department of Education, whereby the Faculty of Education will take over all teacher-training in Alberta. It is impossible to present in this brief report the details of this agreement, which should be studied carefully by all teachers. The Executive was privileged to have Mr. Harry C. Clark, A.T.A. representative on the Faculty Council of the Faculty of Education, give his keen insight into the problems of this teacher-training program.

Salaries

The Executive agreed to support the Alberta School Trustees' Association in their request for a commission to investigate the question of a provincial salary schedule. The General Secretary, Mr. John W. Barnett, was pleased to announce that a very fine spirit of co-operation had developed between the A.S.T.A. and the A.T.A.

Following a discussion of the need of adequate salaries for the success of

the new integrated teacher-training program, the Executive decided to petition immediately the Minister of Education to amend *The School Act* to provide for a statutory minimum of not less than \$1200. Such action would support the C.T.F. in their pressure for this minimum throughout Canada, and would place Alberta on the same basic as Saskatchewan which had adopted the \$1200 minimum. It was agreed that teachers should be reminded through the Magazine of the policy of the Association of not participating in zone organizations.

Pensions

The General Secretary reported that a meeting was being held with members of the Government to discuss the proposed pension scheme, and that the Government Actuary had been compiling statistics from the A.T.A. Pension records.

Survey Tests

The President, Dr. Sansom, presented a report on the Grade X Survey Tests and on the preparation of a battery of Grade VI tests. Dr. Sansom's article in this issue presents the interesting information he gave the Executive at this meeting.

Library

There are nearly 1,000 volumes in the Association Library at the present time. The records show that 1,452 books were loaned from December 1943 to December 1944.

Erratum

We regret the error which appeared on page 16 of our December issue stating that the article entitled "The Toonerville Trolley of Canadian Unity" had been contributed by the A.T.A. Discipline Committee instead of the A.T.A. Publicity Committee.

DEADLINE FOR NOMINATIONS: FEBRUARY 20, 1945

Post-War Reconstruction

From Interim Report of Post-War Reconstruction Committee to the
Legislature of Alberta, March 10th, 1944

PART III

Libraries, Museums, Archives

28. The Provincial Library of Alberta has the nucleus of a valuable collection of archive material but, since the death of Sir Cecil Denny in 1928, there has been no trained archivist to collect, classify and care for such material which requires the attention of a specialist. This task becomes more difficult with the lapse of time because private papers of inestimable value are constantly being destroyed by persons unaware of their historical importance, and pioneers who have personal knowledge of early events are passing away.

29. A provincial museum could do for material relating to the life and activity of the province what archives can do for documentary material and should include arts and crafts, natural history and industrial collections, as well as historical material. The original plan for the completed university buildings provided for the inclusion of the University Library and the Provincial Library (including the archives) under one roof on the campus. The university has no accommodation at present for any of these things and some of them are too important to await development of a long-term building programme. Government House is considered ideal for such a purpose, and it could also accommodate temporarily the presently overcrowded Department of Extension of the University, in which a nucleus of the foregoing activities has already taken form.

30. The University of Alberta has Mr. Robert E. Gard working at present on a Rockefeller Foundation

grant, collecting folklore and local history as a basis for creative writing, especially the writing of drama. Public response has been so widespread and generous as to make it important that there be no break in the work when this special grant lapses.

31. The Library needs of the province at large are still under study by the Committee.

The Committee Recommends:

(1) That Government House be earmarked for a provincial museum and archives as soon as possible.

(2) That a provincial archivist be appointed before the university folklore and local history project terminates.

(3) That survey of the library needs of the province be continued.

Financial Requirements

32. Although incomplete and, of necessity, tentative, the items and such estimates as can be made at present for the proposed educational projects, numbered according to the terms of reference, are as follows:

(1) a. Cost to the province of students completing interrupted education. . . .

b. Cost of vocational training and re-training (50% to be borne by the province) . . .

(2) a. Cost of increasing teachers' salaries and pensions.

Cost of integrating Normal Schools and Faculty of Education, expanding the latter and extending Normal courses to two years. . . .

b. Annual cost of scholarships—\$50,000, increasing to \$75,000.

Annual cost of scaling down university fees about one-fourth, \$50,000.

c. Urban school building programme, \$5,000,000.

Rural school building programme, \$7,000,000.

d. Cost of roads (See Public Works) and school buses. . . .

e. Cost of extra equipment and longer hours of operation to convert schools into community centres under Home and School Associations. . . .

f. Extra capital cost of six community schools (over ordinary provision i 2 (c), \$250,000.

g. Annual cost of supporting adult education, \$25,000.

(3) a. See 2 a.

b. No immediate change proposed.

c. University building programme

(included in Public Works but also here for reference), \$1,550,000.

Annual cost of two junior colleges, \$100,000.

Extra cost of improved Dental School, \$25,000.

Annual cost of new departments and services (chemical engineering, farm motors, farm management, government, geography, Russian studies, social welfare, preventive medicine, educational measurement and student guidance. . . .

d. Cost of improved library service.

Cost of provincial museum and archives. . . .



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The A.T.A. Magazine

Financial Responsibilities

33. In Alberta, the making of educational grants is not based upon the financial effort or the ability to pay of the administrative unit. Ability to pay varies between the richest and the poorest school divisions in the ratio of ten to one, but school grants, including equalization grants, which are provided for these divisions vary only in the ratio of one to three. Therefore, there is an urgent need for an extensive revision of *The Alberta School Grants Act*, based upon a thorough inquiry into the cost of adequate and defensible elementary, intermediate and secondary education. Since education benefits all the people, its costs should be borne by the country as a whole. School trustees and municipal authorities have advanced strong arguments that 50% of educational costs should be borne by the senior governments. In 1913, the Dominion Government established a grant of \$10,000,000, spread over ten years, to aid agricultural education in the Provinces and after the last war made a similar grant toward technical education, but discontinuance of these grants left the provinces in a position of financial embarrassment and the projects suffered. After April 1, 1945, the Government of the United Kingdom will increase its grants from 50% to 55%

of the local education costs, but the increase will be greater to financially weak local authorities.

The Committee Recommends:

(1) That the system of school grants be revised to insure through further extension of the principle of equalization grants, equality of opportunity in different school districts.

(2) That the Alberta Government continue to press for federal aid to education, with safeguards to insure continued provincial autonomy in this field.

"I tell you I won't have this room!" protested the old lady to the bell boy who was conducting her. "I'm not going to pay good money for a closet with a folding bed. If you think that just because I'm from the country—"

"Get in, lady, get in," the boy cut in wearily. "This isn't your room. This is the elevator."

Miss Sally Scrum, Principal of the Hog Wallow School says: "Let us hope that after the war the Government won't persuade hundreds of ex-soldiers to enter the teaching profession: God knows they will already have suffered enough for their country."

—*The Educational Courier.*

SO MUCH CAN BE DONE

to conserve your clothes. There are numerous ways to get more wear from your valuable garments. Clean clothes last longer, well pressed clothes look better in wear. CONSULT US.

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Empire Cleaning and Dyeing Co. Ltd.

Branches: 613 Centre Street, 234 - 12th Ave. W.

Plant: 902 - 4th Avenue West, Calgary

Results of Electoral Ballot

re Proposed Changes in the A.T.A. Bylaws

under The Teaching Profession Act

Locals Formally Reported	Yes	No	Locals Not Formally Reported	No. of Votes
Acadia	3		Edmonton Elementary	11
Athabasca	5		Faculty of Education	2
Bonnyville	4		Fairview	3
Calgary City		18	Killam	5
Calgary Rural		5	Mount Rundle	2
Calgary Separate		2	Stony Plain	5
Camrose	5		Taber	4
Castor	4		Vegreville	5
Clover Bar	6		Wheatland	5
Crow's Nest	3		Neutral Hills	3
Cypress-Tilley East	4		Coal Branch	2
Correspondence School			Bow Valley	4
Branch		2		51
Drumheller	7			
East McLennan	3			
Edmonton High School	4			
Edmonton Intermediate		6		
Edmonton Separate		3		
Edson	3			
E. I. D.	4			
Foothills	4			
Foremost	5			
Grande Prairie	6			
Hardisty-Provost	4			
Holden	6			
Las La Biche		3		
Lac Ste. Anne	5			
Lamont	6			
Lethbridge No. 7		6		
Lethbridge City	4			
Macleod	4			
Medicine Hat City	4			
Olds	6			
Peace River		4		
Pembina	5			
Pincher Creek	3			
Ponoka	6			
Red Deer	7			
Rocky Mtn. House	5			
St. Mary's River	5			
St. Paul	5			
Smoky Lake	6			
Spirit River	3			
Stettler	5			
Strawberry	3			
Sturgeon	6			
Sullivan Lake	3			
Turner Valley		2		
Two Hills	5			
Vermilion		5		
Wainwright	4			
Wetaskiwin	5			
	185	56		63

Total Vote Recorded

For	185
Against	56
Majority	129
Total Votes Not Recorded	51

Total Vote by Locals

For	40
Against	11
Not Recorded	12
	63

Analysis of Votes

Cities For	6
Cities Against	3
Rural For	34
Rural Against	8
Cities Not Rec.	2
Rural Not. Rec.	10
	63



Aged in Wood

By R. A. W.

The other day a teacher of Social Studies 2 requested me to outline for him a suggested procedure in handling Unit 1 of the new course. Being by nature a helpful soul, I agreed. I herewith append the resultant outline. Any teacher wishing further assistance should contact this department.

The Reign (or Downpour) of Henry VIII.

Historical Outline

Henry VIII was a 1509 model Tudor. When he first came in public view he was a neat, streamlined coupe; but as the years rolled by he rapidly transformed himself into a ten-ton truck. He had six wives and a very bad temper. Which of these constituted cause and which effect we cannot discover historical evidence to determine.

Henry soon tired of his first ball-and-chain, hight Catherine, and decided to divorce her. He undoubtedly knew that John Richard Green et al would refer to his family as the "New Monarchy", so he decided to justify the term by a brand new approach. This was simplicity itself. He merely cancelled the operating license of the Catholic Church and set the Anglicans up in business. Being a commercially minded individual, and head of the local Rotarians, he went the whole hog by confiscating all the Monasteries, and tucked the proceeds deep in the old weasel-skin. This was one of the very early evidences of the Anglo-Saxon acceptance of "The Dogma of

"Business First" of which brother Chase speaks so eloquently.

Henry followed up his disposal of Catherine by adding five more trophies to his marital collection. Of these one died through mortification at Henry's bad table manners, one disappeared through divorce, and two found their way to the next world through the severance of the cervical vertebrae by means of a sharpened instrument. The final exhibit Henry was just too tired to dispose of. She assisted in burying him.

An outstanding character in Henry's time was Sir Thomas More, a gentleman learned and strait-laced. He achieved fame through the writing of a book called *Utopia*, in which he envisaged a country with a perfect government. Since More's day we have made tremendous progress. We have racked up direct hits on Antarctica, Penicillin and Carter's Little Liver Pills, and are in a fair way to producing a squirtless grapefruit; but the perfect government, like the elixir of life, eludes us. But definitely. More, of course, ended by having his stature reduced by a head.

In 1547, to everyone's relief, Henry died.

Significant Features of Henry's Reign

1. Henry debunked the old saying "if at first you don't succeed, try, try again". He tried six times to find a satisfactory wife, but failed. Thus we modernize the old gag to "if at first you don't succeed, quit".

2. The break with Rome was both a Bad and a Good Thing. It was a Bad Thing in that, had it not occurred, we in Canada would probably have all

been Catholics, and our French-Canadian Problem would not have come into existence. It was a Good Thing in several ways. First it gave us a new word—"Zombie". Second it gave Mackenzie King an opportunity to engrave indelibly his name on Canadian History; it gave Coldwell another chance to call for conscription of men, women, children, drunks, teachers, mud-puppies and your Aunt Mary's souvenir silver Coronation dollar; it gave Graydon an opportunity to preach one more sermon on Empire solidarity; and it gave Black-

more an opening for practicing the writing of an amendment—practice which he apparently badly needed, as the Speaker thought so ill of his effort that he gave it the old heave-ho into the discard as being "no play".

3. The fate of Sir Thomas More illustrates the fact that, while it may be true that "a little learning is a dangerous thing", a great deal of learning is positively fatal. Consequently to be an H student is to invite disaster. This thought should definitely pep up the C students, real or potential.

Some Historical Parallels

Henry VIII.

1. Matrimonial Meanderings
2. Monastic Larceny
3. The beheading of Sir Thomas More

Today

Ditto for any Hollywood celebrity
Your income tax, brother
Colonel Ralston

Radio Program - CKUA - 4:30 p.m., January 3 to May 8

January 3rd—"Early Recognition is a Matter of Vital Importance in Cancer."—Dr. E. W. Pope, Director, Cancer Service.

January 10th—"Your Part in the Campaign to Wipe Out V. D."—Dr. Harold Orr, Director of the Division of Social Hygiene.

January 17th—"The Community's Part in the Campaign to Wipe Out V. D."—Dr. H. Orr.

January 24th and 31st—"The Place of Mental Hygiene in the Community Health Program."—Dr. R. R. Maclean, Director, Mental Hygiene Clinics.

February 7th and 14th—"The Place of Dental Hygiene in Community Health Program."—Dr. H. A. Gilchrist, Professor of Prosthetic Dentistry.

February 21st—"Health Education in the School and Community."—Dr. H. Siemens, Medical Health Officer, Lamont Health Unit.

February 28th—"Health Education in the School and Community."—

Mr. C. C. Evoy, Supervisor of Health Education.

March 7th and 14th—"What You Should Know About T.B."—Dr. A. H. Baker, Director, Tuberculosis Control Division.

March 21st and 28th—"Nutrition and Health."—Miss G. Wetherilt, Chief Dietitian University Hospital.

April 4th and 11th—"Insect-Borne Diseases in Alberta."—Mr. J. H. Brown, Public Health Entomologist.

April 18th—"Public Health Nursing Service in Relation to the Home."—Miss H. McArthur, Superintendent of Public Health Nursing Branch.

April 25th—"Public Health Nursing Service in Relation to the Community."—Miss H. McArthur.

May 1st—"Home Accidents, Where? How? Why?"—Mr. C. C. Evoy, Supervisor of Health Education.

May 8th—"Services of the Sanitary Inspector in Urban Centres and Rural Areas."—Mr. J. Butterfield, Provincial Sanitary Inspector.



Association Announcements

Executive Council Election, 1945

Locals are requested to note that nominations for election of the Executive Council of this Association for 1945-46 must be received at Head Office, ON OR BEFORE, February 20th, 1945.

Eligibility of Members to Vote

By-law No. 31 states:

"Every member of the Association shall be entitled to vote for the President, Vice-President, and for the Geographic Representative of the district in which his school is located."

Eligibility of Members for Election to Executive Council

By-law No. 34 in this regard reads:

"In order to be eligible as a candidate for election to the Executive Council, a member shall have been in good standing in the Association or other affiliated organization of the Canadian Teachers' Federation, in every case where membership was a possibility, for not less than four complete, successive years immediately preceding his nomination as a candidate for election; provided that a period of unemployment as a teacher during such successive years shall be deemed to be a period of membership for the purposes of this By-law."

PRESIDENT: In order to be eligible for election to the office of President, the candidate *shall previously have served as a member of the (Provincial) Executive Council. The Presi-*

dent may be selected from the Province at large.

VICE - PRESIDENT: The Vice-President may also be selected from the Province at large.

DISTRICT REPRESENTATIVES: Each nominee for election to the office of District Representative must be teaching in his own geographic district at the time of his nomination.

How to Nominate

Any Sub-local, through its own councillor, may *suggest* to the executive council of its Local, the name of any proposed candidate for election as President, Vice-President and District Representative. A general meeting of the Local, or the executive council thereof, by resolution in meeting assembled, *must* make formal nomination or nominations and transmit to Head Office the nomination *in the form prescribed by the Executive together with the acceptance of the candidate or candidates. All Locals may nominate* from the Province at large for the offices of President and Vice-President: and for District Representative, one candidate from the geographic district concerned.

Geographic Districts

North Western Alberta Constituency—All schools situated within the area covered by the following School Divisions: Grande Prairie, Spirit River, Peace River, McLennan, Fairview; and the area from Slave Lake East to, and including, Smith; also Ft. Vermilion area.

Edmonton District Constituency—

All schools situated within the City of Edmonton and the boundaries of the following School Divisions: Pembina (north to, but not including Smith), Lac Ste. Anne, Stony Plain, Clover Bar, Sturgeon, Edson (and west to B.C. border).

North Eastern Alberta Constituency—

All schools situated within the area covered by the following School Divisions: Athabasca, Lac La Biche, Smoky Lake, Lamont, Two Hills, Vegreville, St. Paul, Bonnyville and all territory outside the boundaries of any School Division north to the North Saskatchewan River, east of the fifth meridian.

Central Western Alberta Constituency—

All schools situated within the area covered by the following School Divisions: Olds, Red Deer, Rocky Mountain, and West-Brazeau line, Stettler, Ponoka, Wetaskiwin, Camrose, Strawberry.

Central Eastern Alberta Constituency—

All schools situated within the area covered by the following School Divisions: Vermilion, Holden, Wainwright, Killam, Provost, Castor, Neutral Hills.

Calgary District Constituency—

All schools situated within the City of Calgary and the area covered by the following School Divisions: Wheatland, Calgary (and West Canmore-Banff line), Foothills, Bow Valley, Drumheller.

South West Alberta—

All schools situated within the City of Lethbridge and within the boundaries of the following School Divisions: Pincher Creek, Macleod, St. Mary's River, Lethbridge, Taber.

South East Alberta—

All schools situated within the City of Medicine Hat and within the boundaries of the following School Divisions: Foremost, Medicine Hat, E.I.D., Berry Creek, Sullivan Lake, Acadia.

All nominations shall be mailed, so as to reach Head Office not later than February 20th, 1945.

Resolutions for Presentation to the Annual General Meeting

As in the case of nomination of candidates for election to the Executive Council, there are two ways by which resolutions for consideration by the Annual General Meeting may be sent forward:

1. By authority of a *General Meeting of a Local Association*;
2. By authority of a *resolution passed by the executive council of a Local Association*.

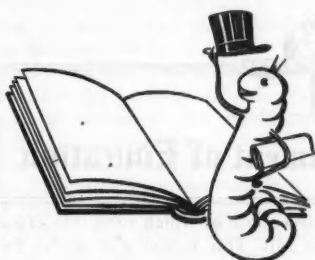
This procedure may be briefly outlined: a certificated Sub-local may pass a resolution and forward it to the executive council of its Local Association which, of course, has the privilege of adopting or rejecting it; but a Sub-local has no power to remit resolutions direct to Head Office.

**Resolutions Must be Received at Head Office Not Later Than February 15th, 1945
(Before if possible)**

(No resolutions received after that date can be considered by the Annual General Meeting.)

After receipt, resolutions will be printed and sent out to all accredited Locals in order that their delegates may be instructed by resolution of the Local or its executive council, as to how they are to vote at the Annual General Meeting to represent their Local. Arrangements should therefore be made for each Local or its executive council to meet between March 20 and the Annual General Meeting.

Resolutions must be forwarded in the form prescribed and shall be verified by a Statutory Declaration.



Turns with a BOOKWORM

story is accurate since Mr. Clay lived for over three years in Canada's far north.

A Handbook on Adult Education by the Alberta Adult Education Association. 31 pages.

First Course in Psychology by Robert C. Woodworth and Mary R. Sheehan. (Clarke, Irwin & Co., Ltd.). 445 pages. \$2.25. The authors have approached their task with the more specific aim of making psychology useful and attractive to the young student by relating it, as far as possible, both to his own experience and to current world problems.

New Arrivals

Discipline for Today's Children and Youth by G. V. Sheviakov and F. Redl; *American Democracy and Secondary Education*, D. Norbug; *Flint and Feathers*, a collection of poems by E. Pauline Johnston; *The Public School and the Spiritual Values* by J. S. Brubacker; *The Public Looks at Education* (National Opinion Research Centre, University of Denver); *Education and Society* (University of California Press); *Liberal Education* by Mark Van Doren; *Introductory Psychology* by Averill; *A First Grade at Work* by Wright; *Better Primary Reading* by Stone; *A Book of Canadian Poetry*, edited by A. J. M. Smith; *Modern Education in the Small Rural School* by K. V. Woffard; *Future Teachers of America*, Fourth Yearbook of the N. E. A., 1944; *Living Your Life* by C. C. Crawford, E. G. Cooley, C. C. Trillingham; *People on Our Side* by Edgar Snow (an engrossing story of the forces that are shaping the future destinies of Russia, China and India); *Brave Men* by Ernie Pyle; *Plato and Modern Education* by Sir Richard Livingstone.

Books I Have Liked

Major W. E. Frame: My reading during the past year has run largely to historical novels and biographies. I would recommend the following for those people who appreciate these types of books: *The Proud Servant* by Margaret Irwin; *The Gay Galliard* by Margaret Irwin and *Disraeli* by Andre Maurois. At the present time I am reading *Teacher-Pupil Relationships* by Bernice Baxter and am finding it helpful.

Recent Gifts to the A.T.A. Library

The School Base by J. Howard Whitehouse. (Clarke, Irwin & Co. Ltd.) 64 pages. 75c.

Our Canadian Government by E. C. Woodley, M.A. (J. M. Dent & Sons). 94 pages 50c.

Must Canada Split? by C. E. Silcox. (The Ryerson Press, Toronto). 16 pages. 25c.

Jesus and His Friends. (The Ryerson Press, Toronto). For Grade III. 161 pages. 60c.

Understanding the Young Child by William E. Blatz, M.A., M.B., Ph.D. (Clarke, Irwin & Co. Ltd.). 278 pages. \$2.50. Dr. Blatz has prepared this book to help parents, teachers and social service workers understand the young people in their charge.

Phantom Fur Thieves by Charles Clay. (The Ryerson Press, Toronto). 247 pages. \$3.00. This novel for boys deals with fur trading in the 1930's. The north country "colour" in the



Official Bulletin, Department of Education

No. 83

Notice to Teachers Using Science Broadcast

Broadcast No. 4 of the SCIENCE FOR TODAY Series to be given on Tuesday, March 27, will be a "Season Digest on Nature's Doings." The object of this broadcast is to encourage pupils to observe interesting natural phenomena in their own localities. Teachers are therefore asked to encourage their pupils to send in interesting items to the *Audio-Visual Aids Branch of the Department of Education*. Information of the following types will be included in the digest programme: (a) unusual winter conditions; (b) migration of wild life; (c) what is happening in a bird sanctuary; (d) plagues—how they start and how to check them; (e) dangerous forms of life; (f) new uses for science in local communities. The broadcast will recount the most interesting items submitted and mention the name of the pupil or schools that submitted them.

This broadcast will be successful only if a sufficient number of interested schools throughout the Prairie Provinces send in interesting items of observation to the Audio-Visual Aids Branch. All items for mention in the broadcast must be submitted not later than Saturday, February 17.

Re Health 1 and Physical Education 1

It has come to the attention of the Department that there is some misunderstanding regarding the relationship between the new Physical Education 1 course and the new Health 1

course, both of which went into effect this fall. This notice will advise you that these two courses are entirely separate and independent, each course standing on its own feet. Consequently, students must be recommended for credits in these courses separately. They can secure three credits for Physical Education 1 and two credits for Health 1; but they may secure credits in one course and perhaps fail in the other, even although both courses are compulsory. In other words, the relation of these two courses does not differ from that of any other two courses on the programme of first-year subjects. These courses have been listed separately in the High School Regulations, but apparently teachers have become so used to a combination of the two in previous years that they have overlooked the necessity for making a change in the assignment of credits for these courses this year.

Re Algebra 1, Geometry 1 and Mathematics 1

Regulation No. 6, Subsections (ii) and (iii) on page 7 of the Supplementary Bulletin on Regulations of the Department of Education for the Year Ending July 15, 1945, recommend that students entering Grade X in the school year 1944-45 who desire to take either Algebra 1 or Geometry 1 should take the course in Algebra 1; and further, that in schools where it is possible to organize a separate class of students seeking credits in Algebra 1, who already have standing in Mathematics 1, instruction should be given in the sections of the

Algebra 1 and Geometry 1 courses not included in the work of last year in Mathematics 1.

It is necessary to point out that it was not the intention of this regulation to encourage the organizing of separate classes in any schools other than those in which there would regularly be more than one class in Grade X Mathematics; that is to say, in schools in the larger towns and cities. It is really not possible to organize a separate class in a small school without doubling the time allotment for Mathematics, and this procedure, of course, means subtracting the additional time from instruction in other subjects.

It has come to the notice of the Department that in some of the small high schools this regulation has been misinterpreted to mean that ten periods a week may be devoted to Mathematics in Grade X, half of the time being spent on the course in Algebra 1, and the other half on a special course for students who took Mathematics last year. Teachers in these schools are requested to reduce the number of periods per week for instruction in these classes from ten to seven after Christmas, and thereafter to return as soon as possible to the regular basis of five periods a week for instruction in Grade X Mathematics. This arrangement should easily be possible, because of the fact that the amount of extra material required by students who took Mathematics 1 last year is not sufficient to require an extra five periods of instruction per week throughout the year.

Social Studies: Fighting Inflation

The Wartime Prices and Trade Board has sent to the Secretary of each of the School Divisions, and of each of the town and village school boards, a sufficient number of copies of the following material to meet the needs of every classroom in the Prov-

ince where Social Studies is taught in Grades IX, X, XI or XII.

- (1) Colored poster: *Fighting Inflation*.
- (2) Bulletin: *Fighting Inflation: The Role of the Wartime Prices and Trade Board*.
- (3) Suggestions for the use of this material in Social Studies classes.

The Supervisor of Home Economics has sent a circular letter to the classroom teachers of Home Economics, pointing out to these teachers the use that can be made of the material on "Underwear" and "Milk Products."

The following suggestions are also offered with respect to the definite bearing of this material sent out by the Wartime Prices and Trade Board on the courses in Social Studies in Grades IX, X, XI and XII:

- (1) Grade IX: *Programme of Studies for the Intermediate School* (1941 Edition), Page 55, Problem III, Sections (a) and (c)—the effect of inflation on the distribution of goods.
- (2) Grade X: *High School Regulations for the Year Ending July 31, 1944*, Page 51, Unit X (b) of the course in Social Studies 1—The effect of inflation on the prices farmers have to pay for what they buy.
- (3) Grade XI: *Bulletin A of the Programme of Studies for the High School*, Page 14, Unit XII of the course in Social Studies 2—The pamphlets of the Wartime Prices and Trade Board are mentioned as reference material on the Consumer Education.
- (4) Grade XII: *High School Regulations for the Year Ending July 31, 1944*, Page 40, Section 5 of Division "C" of the course in Social Studies 3. The bulletin on Inflation will be especially useful in Grade XII classes when this part of the course is under discussion.

The bulletin should also be used in Grade XII classes in Economics 1.

Additional supplies of the material can be obtained from Miss Thelma Craig, Information Branch, Wartime Prices and Trade Board, Ottawa.

Audio-Visual Aids in Teaching

In the October-November issue of *The A.T.A. Magazine*, the Department of Education announced the establishment of an Audio-Visual Aids Branch for the circulation of educational films, as aids in teaching, among the schools of the province where projectors are available, and that the circulation of films would begin on January 1st. The raw film situation at the present time is reported to be, perhaps, more acute than at any time during the war, due to the extensive use of films by the various War Services. As a result, a requisition for films made by the Department of Education in August has not yet been filled.

All teachers making application for

a copy of the Audio-Visual Aids Manual for Alberta Schools will be forwarded a copy as soon as the films arrive and are prepared for circulation.

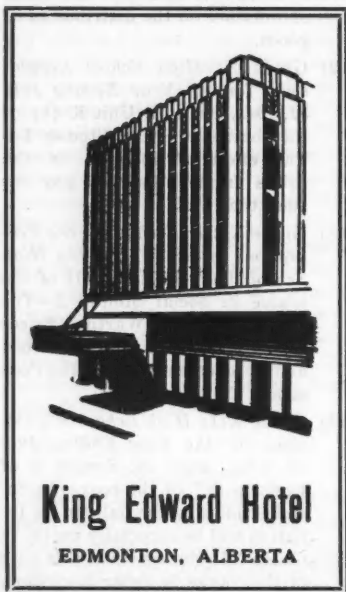
Projectors Now Available!

Manufacturers of 16 millimetre Silent Motion Picture projectors, during the war, converted their machinery to the making of munitions, so that silent projectors have not been available for some little time. It is, however, anticipated that a limited number of silent machines may be available before a great length of time.

Sixteen millimetre Sound Motion Picture projectors have been used extensively by the various War Services. A limited number of sound projectors were recently made available for educational requirements on a Priority Basis. In November, the priority regulations were altered so that it is no longer necessary to obtain a Priority from Ottawa. Sound projectors are available for educational purposes under P. C. S. 22; i.e. orders for sound projectors for educational purposes are dealt with in the order in which they are received by the manufacturer. Delivery may require from thirty to ninety days.

Silent projectors of a standard type for school purposes, *when available*, will probably not exceed \$150. Sound projectors run as high as \$500 approximately, but will project both silent and sound films, while only silent films may be screened on the silent projector.

The silent type of projector is the only type usable where electric power is not available, unless a separate generating plant is available. The silent machine may be converted to 6-volt operation with a hand crank provided to turn the mechanism. However, the batteries require recharging frequently. A wind-charger eliminates the cost of recharging. A 12-volt motor-driven silent projector may be



King Edward Hotel

EDMONTON, ALBERTA

operated by using two automobile batteries.

Sound projectors available in localities without a power line may be operated by the use of a separate power plant unit. Complete units are available from various sources ranging from \$300 to \$450 per unit for school purposes.

The following sound projectors are on the market (arranged in alphabetical order):

Canadian Distributor

Ampro—Ryerson Press, Toronto, Ontario.

Bell & Howell—Associated Screen News, Montreal, Que.

DeVry—Not available at present.

Holmes—Sharp's Theatre Supplies, Calgary. (For Western Canada).

Victor—General Films, Ltd., Regina, Sask.

Some of the above Companies have Alberta Agents and their advertisements appear in this issue of *The A.T.A. Magazine*.

A film splicer should be available in every school in which a moving picture projector is operated by any one other than a travelling projectionist. Small splicers which would serve the purpose very nicely are obtainable at as low a cost as \$5.00.

Projectors of still pictures, such as filmstrip and lantern slides, are available at present. Combination filmstrip and lantern slide (2" x 2") projectors are on the market. Some models are equipped with automatic slide changers. Some have the re-wind take-up. These projectors can be operated on AC or DC current; also on battery current when fitted with heavy heated cord, battery connecting cord, and lamp of correct voltage and wattage. These projectors vary in price from \$38.50 to \$84.00 according to make and model.

Daylight lanterns range as high in price as from \$70.00 to \$147.50 for the lantern and flashmeter equipment attachments. The flashmeter makes

it possible to flash words, phrases, sentences or pictures for definite time periods, ranging from 1/75 of a second to a full second.

Manufacturers are now experimenting with Lantern Slide projectors which feed the slides automatically and stack them up in order after being projected. The opaque projector or reflecting lantern requires electric power to operate.

For elementary grades, and for schools where there is no provision for electricity, there is on the market a small viewer for 35 millimetre filmstrips and 2" x 2" lantern slides for individual students. These are inexpensive.

Glass-beaded screens of the roller type are available in numerous sizes and models ranging in prices as low as \$16.00 to \$52.00 for classroom purposes and to \$150 for the De-Luxe type for auditorium purposes. There is an excellent model suitable for classroom use priced at \$24.50.

SOUND PROJECTORS

May be ordered now
from

Division of Visual Instruction,
Department of Extension,
University of Alberta
Edmonton

Alberta Educational Agents

Still and Moving Picture Projectors and Supplies.

Large Library of Educational
Lantern Slides and Films

Lists and Catalogues
Available

Should the appropriation for Visual Aids in a given year not permit of the purchase of full equipment, a reasonably satisfactory screen may be made locally, perhaps by the class in General Shop.

Any one of the following devices might be used for a screen:

1. An unbroken wall space, kalsomined with white kalsomine. (Varnish or paint has a deteriorating effect on the picture.)
2. A large sheet of cardboard or wallboard kalsomined.
The wallboard may be framed so that the edges will not roughen or become broken.
3. A light frame covered with canvas or cloth; three coats of flat white paint to fill the pores, and a final coat of white kalsomine. This type of screen will not roll.

The Department of Education does not sell projectors or any type of screens.

Re. Section 6 (iii) on page 7 of the Supplementary Bulletin on High School Regulations of the Department of Education for the Year Ending July 15, 1945:

Algebra 1—The recommendation contained in this section should not be interpreted to mean that in small high schools operating on less than standard instruction time it is necessary to organize two separate classes in Algebra 1, or, if such an arrangement is already in effect, to continue it throughout the current school year if the ten periods per week which this arrangement requires has the effect of reducing the amount of instruction time available for other subjects on the programme.

It is suggested, as an alternative arrangement, that all the Grade X and Grade XI Algebra 1 students be taken together for the usual five periods per week, and that two additional periods be spent with the Grade XI students covering sections of the Geometry 1 course which they did not

study last year in Mathematics 1. This would reduce the amount of time spent on Algebra 1 from ten to seven periods per week.

Chemistry 1—A similar suggestion is offered to supplement the recommendation contained in section 9 (iii) on page 8 of the Supplementary Bulletin which deals with the matter of separate classes for Grade X Chemistry 1 and Grade XI Chemistry 1.

Short Course in Visual Instruction

Twenty-eight teachers, from such widely separated points as Chauvin, Ponoka and Sexsmith, attended the short course in visual aids to teaching, held at the University on December 27, 28 and 29, 1944. The course, arranged by the Faculty of Education and the University Department of Extension, dealt with such topics as Types of Visual Aids and their Uses, Application of Visual Aids to Teaching, the demonstration of various forms of equipment, and actual practice in the operation of projectors. Speakers included Dr. H. C. Newland, of the Department of Education, Mr. J. W. Gilles of the Edmonton Normal School, Dr. H. E. Smith and Dr. Kenneth Argue, both of the Faculty of Education, as well as members of the Department of Extension. The teachers were aided in their practical work by a number of National Film Board projectionists and by Mr. H. P. Brown, supervisor of visual instruction for the Department of Extension.

Receives British Empire Medal

Sgt. Mauriette Oliver, a former teacher of Fairview, Alberta, now with the R.C.A.F. at Ottawa, was presented with the British Empire Medal by the Governor-General, Earl of Athlone, at an investiture at Ottawa on December 12th. The winning of the medal was announced at the time of the King's Birthday Honors.

The MATH-SCI Corner

DR. A. J. COOK,
University of Alberta

J. T. CUYLER, B.A.,
Medicine Hat

Teachers are requested to forward questions on mathematics to Dr. A. J. Cook, University of Alberta, and to send questions pertaining to science to J. T. Cuyler, Alexandra High School, Medicine Hat. Other contributions to the column will be welcome. These may concern any stage of the school programme in mathematics and science—Elementary, Intermediate and High School. Send them to the editors as noted above.

Minor Matters

We noted the invitation of R.A.W., editor of "Aged in Wood", in the December issue not to try the intelligence test. So we did. We read the answers first and then tried the questions. As we expected, the test was too easy. When we subtracted the right answers from the wrong questions we had a score which sounded like the opening of Fibber McGee's closet. Incidentally, we think 1 (d) should have read: $2 \div X$ where $X=0$. We doubt if the answer could mean anything, in any event.

The Christmas examinations brought us the usual algebraic howlers. Here are some we noted, but generalized in form in each instance:

$$\frac{a}{b} - \frac{c}{2-2x} = \frac{a-c}{bd},$$

$$\frac{2y}{ab} = \frac{y}{ab-1},$$

$$\frac{2c}{2c} - 2c = \frac{ab-1}{2c}.$$

We still chuckle over the eager and solemn faces of three Algebra 1 students pondering what A could be

when $\frac{A}{2} = 0$. By trial and error, after eliminating 2, $\frac{1}{2}$ and -2 as

possible answers, they agreed to recommend that A should be zero.

—A.J.C.

Testing to Ensure Mastery of Fundamentals in Mathematics

By O. Massing, B.A., B.Educ.

Principal, High School, Wetaskiwin

In mathematics it is particularly important that we make certain that students master the essential fundamentals assigned to each grade. There can be little progress unless this mastery is achieved for the work of each succeeding grade is based on an accurate and complete knowledge of the material covered in previous grades. With this in view every teacher of mathematics might well spend the first few weeks of each year in a testing programme designed to discover any class or individual weaknesses. Only after the weaknesses indicated by the tests have been eliminated by careful remedial work is it profitable to commence new work.

Tests to be used for diagnostic work need not be expensive nor elaborate. Tests drawn up by the teacher will probably serve as effectively as the tests obtainable from many of the commercial publishing houses. Separate tests will need to be made for each section of the course. Thus students entering Algebra 1 might well be given tests covering their knowledge of fundamental operations, fraction, solution of simple equations, problem solving, and the other generalizations covered in the preceding grades. Similarly students in Geometry 1 should be given tests covering their knowledge of fundamental operations, square root, measurement, triangles, etc.

The tests used should consist of simple, direct questions, which will indicate specifically where a student's difficulty lies. Long complicated questions make it difficult to diagnose the pupil's difficulties. Below are given a few questions which might be used in testing for knowledge of triangles:

1. The sum of the angles of any triangles is always _____ right angles.
2. An isosceles triangle has _____ sides.
3. The number of acute angles in a triangle must be _____.
4. If two angles of a triangle are respectively 35 degrees and 60 degrees the third angle must be _____ degrees.
5. Construct a triangle having sides of 4 cm., 6 cm., and 5 cm.
6. Construct an equilateral triangle having one side 4 cm.

This is not a comprehensive list but will serve to indicate the type of questions which should be used. Many examples of such tests are given in the books listed in the bibliography at the end of this article.

When new material is being taught it is desirable to have regular testing periods at the end of each short teaching unit in order that any weaknesses may be discovered and remedied before the students become too confused. A student who fails to grasp an essential point in a section at the beginning of the section will become more and more confused as time goes on and new material is taught. Teachers would be wise to draw up beforehand a list of the generalizations and concepts which they expect their students to get from a particular teach-

ing unit. Then at the end of the section a brief test should be given to discover whether these generalizations have been thoroughly grasped by all students. If not, then re-teaching should be undertaken before continuing to new material. The practice of covering large sections of the text book hurriedly in the hope that a longer period for review will clear up the difficulties does not appear to be wise. Insist on mastery as you teach. Check for mastery by frequent tests.

The books listed below will be found useful for reference purposes in the grades indicated. They provide a source of examples of diagnostic tests, provide a wealth of material which can be used for practice exercise and for remedial work, and give examples of types of cumulative tests which should be used occasionally with the classes.

Brueckner, Anderson, Banting, Merton. *New Diagnostic and Practise Exercises in Arithmetic*. (John C. Winston Co.) Toronto, 1936. 75c, two volumes, one for Grade VII and one for Grade VIII. Each book provides: Practise exercises, Diagnostic tests, Specific remedial tests, Problems, Monthly standardized tests. Brueckner, Farnam, Woolsey. *Algebra for Use*. (John C. Winston Co.) Toronto. William Betz. *Basic Mathematics*. (Ginn & Co. Boston, 1942). \$1.80. Very good for Algebra 1 and Geometry 1. Smith, Reeve, Morss. *Text and Tests in Plane Geometry*. (Ginn & Co.) 1933. \$1.20. Text is accompanied by a set of 32 tests. Smith, Reeve, Morss. *Text and Tests in Elementary Algebra*. (Ginn & Co.) 1941. \$1.20. Text is accompanied by set of 32 tests. Mergendahl & Walters, *Intermediate Algebra*. (D. Appelton Century Co.) New York. 1941. \$2.10. Freilich, Shanholt, McCormack, *Fusion Mathematics*. (Silver Burdett Co.) New York. 1934. Nyberg, *Survey of High School Mathematics*. American Book Co. 1935. \$1.35.

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The Nutritive Value of Range Forage

By H. J. Hargrave, B.Sc.

Director, Dominion Range Experiment Station, Manyberries, Alberta

Much useful and interesting information has been uncovered at the Manyberries Station in connection with the composition and nutritive value of the range forage which is common to the short grass prairies that comprise a large area in the Southern parts of Alberta and Saskatchewan. A study of the composition and chemical analyses of the many species of forage shows why this area is fundamentally suited to the production of range livestock.

Over three hundred individual species of range forage have been identified on the short grass plains. Less than fifty of these are commonly observed however, the balance being relatively scarce. This number can be boiled down to three main species which provide approximately ninety per cent of the total forage consumed by livestock under normal conditions. These three are Grama grass, Spear grass and Bluejoint. Other species such as June grass, Sandberg Blue grass, Nigger Wool, the different sedges, sages and shrubs are fairly abundant but they provide only ten per cent of the feed.

Thousands of Chemical analyses on all these species have provided an index of their comparative nutritive value at different stages of growth and maturity. During the early part of the growing season in the leaf stage these grasses average 18 per cent protein. When it is considered that common cereal grains such as wheat, barley and oats contains only 10 to 13 per cent protein, the high feeding value of native grass in the spring of the year is readily recognized. In April, before the native grasses have commenced growth, the first green shoots of crested wheat

grass contain as much as 36 per cent protein. This makes it equal to linseed oilmeal as a protein supplement, and indicates the reason that stock are so fond of it at this stage.

The protein content of all grasses drops rapidly as seasonal growth and maturity progress. In the flower stage the average is slightly less than 10 per cent with a further drop to 7 and 5 per cent respectively in the seed and cured stages. After the cured grass is exposed to the weather over winter, the protein content drops a little more to 4.25 per cent. As a minimum of 8 per cent, and preferably 10 to 12 per cent protein is considered necessary for normal growth and development, it is evident that a protein deficiency exists in these range grasses during the late summer, fall and winter months. Reduction in protein content accounts for the fact that daily gains on cattle will drop from as much as three pounds per head in June to practically nothing in October and November.

Carbohydrates, necessary for heat, maintenance of body functions and energy, average 47 per cent in the leaf stage of growth. As the grasses mature the carbohydrates increase to 54 per cent and after winter exposure there is a slight reduction to 51.5 per cent. Thus it is seen that these grasses are well suited to the winter maintenance of mature stock especially.

In the leaf stage the grasses contain 2.7 per cent fat. This is reduced to 1 per cent after winter exposure.

Figures on the percentage of calcium and phosphorous—the bone building raw materials—are revealing. Calcium content remains practically constant at 0.35 per cent in all stages of growth, this figure being well above minimum requirements for both growing and mature animals. The situation with regard to phosphorous is not so fortunate however. The early leaf growth averages 0.25 per cent, but this drops rapidly to

0.10 per cent in the cured stage and 0.08 per cent after winter exposure. Minimum phosphorus requirements are 0.20 per cent for growth and lactation, and 0.12 per cent for mature cattle. Thus it is seen that a real phosphorous deficiency exists in the main range grasses throughout the greater part of the year. This manifests itself in a depraved appetite, bone chewing, stiffness of the joints, "creeps" and an emaciated condition in severe cases.

A few of the herbs and shrubs which form only a small part of the diet do contain an abundance of one or both of the two deficient constituents—protein and phosphorus, even after winter exposure. These include Salt sage, Winter Fat, common sage, Willows, Lupins and Wild Geranium. This is the reason that stock eat some of these with such relish; why cattle will eat willow branches nearly an inch thick, and why they will search for Salt sage and Winter Fat when they are surrounded with an abundance of cured grass. It also helps to explain why cattle can exist for extended periods of severe weather when they can only obtain sage brush and other tall browse plants that are not covered with deep crusted snow.

The above is but a brief glimpse at the nature of the raw material which is the foundation upon which Western Canada's livestock industry is built. The variations in the character and habits of the grasses of the world are as numerous as the many ways in which grass serves mankind. The following immortal words of the Kansas poet, John James Ingalls have never been equalled as a description of the vital role played by grass on this earth: "Grass is the forgiveness of nature—her constant benediction. Fields trampled with battle, saturated with blood, torn with ruts of cannon, grow green again with grass, and carnage is forgotten. Streets aban-

doned by traffic become grass-grown like rural lanes, and are obliterated. Forests decay, harvests perish, flowers vanish, but grass is immortal.

"Beleagured by the sullen hosts of winter, it withdraws into the impregnable fortress of its subterranean vitality, and emerges upon the first solicitation of spring. Sown by the winds, by wandering birds, propagated by the subtle horticulture of the elements which are its ministers and servants, it softens the rude outline of the world. Its tenacious fibres hold the earth in its place and prevent its soluble components from washing into the wasting sea. It invades the solitude of deserts, climbs the inaccessible slopes, scales forbidding pinnacles of mountains, modifies, eliminates and determines the history, character and destiny of nations.

"Unobtrusive and patient, it has immortal vigor and aggression. Banished from the thoroughfare and the field, it abides its time to return. When vigilance has relaxed or the dynasty has perished, it silently resumes the throne from which it has been expelled, but which it never abdicates. It bears no blazonry of bloom to charm the senses with fragrance or splendor, but its honest hue is more enchanting than the lily or the rose. It yields no fruit in earth or air, yet should its harvest fail for but a single year, famine would depopulate the world.

"When the fitful fever is ended, and the foolish wrangle of the market and forum is closed, grass heals over the scar which our descent into the bosom of the earth has made, and the carpet of the infant becomes the blanket of the dead."

Editorial Note: The article above comprises part of an address given by Mr. Hargrave at a Farmers' Conference in Medicine Hat last spring. It appears to contain much material of value to teachers of Biology and Nutrition.—(J.T.C.)

INDUSTRIAL ARTS

Edited by Lloyd N. Elliott, Calgary

Thoughts for the New Year
1945 promises to be a momentous year for education in this province, particularly in the field of teacher-training for the post-war years ahead. Industrial arts teachers must surely be following with intense interest the announcements from the Department of Education and the Faculty of Education of the university as regards their joint plans for 1945. The statement has definitely been made that the university will undertake completely the administration of the teacher-training program now in the course of preparation by the Department of Education and the Faculty of Education. It is reasonable to suppose that as the new year advances we shall have plans revealed to us which are unique in the teacher-training field in Canada. It is expected that the inauguration of the new setup will take place with the beginning of the fall term.

1945 will see the Faculty of Education assuming, in its administration of teacher-training, a responsibility which will place it in the vanguard among universities in Canada along this avenue of university training. As a matter of fact, we are undoubtedly correct in believing that the University of Alberta will lead the way. We here in Alberta shall have good reason to point with pride to the initial move in this direction, while at the same time educationists in the other provinces will certainly watch the move with more than ordinary interest.

Of particular concern to industrial arts teachers is that part of the announcement which states that the Faculty of Education will offer training for the teachers in all branches

of education. This being true, it naturally follows that here again Alberta will lead the field, since at present no teacher-training institution in Canada offers degree work in Industrial Arts Education. Every industrial arts teacher in Alberta will immediately see in this the answer to a question of long standing. At last a program of Industrial Arts Education, leading to a degree, is to be instituted in Canada, with Alberta taking the initiative.

1945 brings around the fifth anniversary of the birth of our association of Industrial Arts Teachers of Alberta. We are reasonably sure that the IATA (as the organization is now familiarly known), will celebrate its birthday this next summer in the realization of a hope expressed in the summer of 1940 when the association came into being. At that time the optimists among us predicted that the day would come within the space of ten years when the training of industrial arts teachers would be administered through the university, with proper recognition granted for time expended, as in all other university courses.

The intervening years have seen the IATA pressing steadily towards this goal. Our voice has been heard on numerous occasions as we have sought to champion the cause of all industrial arts teachers who are seeking to improve their qualifications through study and work and regular attendance at summer schools. The summer of 1944 saw all teacher-training courses, with the exception of the industrial arts, under the hand of the university. As we enter this new year, we confidently expect to see our dream come true. It is our

earnest hope, therefore, that the Director of Summer School for 1945 will present in his announcement something for us.

1945 may well bring to an end the long standing necessity for our industrial arts men to travel great distances to American schools in order to earn degrees in their chosen field of education. Quite certainly, many instructors who have been laying plans to join the annual exodus of shop teachers to the United States in the summer of 1945 will consider carefully the advisability of remaining at home, providing of course that equal credit may be gained in Alberta for equal work done. The very considerable saving in the costs of travel and high costs of living together with the avoidance of the trouble involved in arranging travel due to wartime restrictions will also have a persuasive effect.

It also occurs to us that a university summer school in industrial arts subjects would not only draw a good attendance from our own province, but would also attract others from

our neighboring provinces. For similar reasons these men might well find it to their advantage to seek credits in Alberta. As soon as some definite announcement is made by the Director of Summer School regarding industrial arts, the good word will soon reach those most interested, whether they be located in Alberta, Saskatchewan or British Columbia.

1945 holds out the prospect of important advances in education in Alberta. Not the least among these will be forward strides in the field of industrial arts. May we who have been pressing for the opportunity for degree work in Alberta take full advantage of any arrangements that are made for our benefit by the Department of Education or the Faculty of Education. May we be worthy of any recognition granted to us as industrial arts teachers. May our enthusiasm and industry not diminish with the passing of time. And may we make some really worthwhile contribution on the side of practical education for the boys and girls of Alberta in 1945.—(L.N.E.)

Wages of Ottawa Teachers Increased

Ottawa Public School Board recently approved a general increase of \$200 in the minimum salaries of men and women teachers and school principals, together with an increase ranging from \$100 to \$200 in the maximum salaries. The increases will become effective January 1st.

Under the new schedule, minimum salary for women teachers will be \$1,200 a year. Male teachers will receive a minimum of \$1,600 and school principals \$2,800 in elementary schools and \$3,300 in intermediate schools.

Women teachers may work up to a maximum salary of \$2,400 and men to a maximum of \$2,800. Maximum

for principals of intermediate schools is \$3,900.

The action taken by the Ottawa Public School Board follows quickly on the announcement from the Honorable George Drew, Prime Minister of Ontario, that the Provincial Government is prepared to bear fifty per cent of the costs of education throughout Ontario. — *Montreal Gazette*.

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Re Zone Schedules

In view of the fact that the situation now seems right for the formulation of a province-wide salary schedule and that it is the opinion of the Executive that zone salary schedules negotiated between representatives of the zone trustee groups and teachers are not conducive to the idea of a provincial salary schedule, the members have given lengthily consideration to this matter at Executive meetings during the past year and passed the following resolution at the last meeting, supported by the A.G.M.:

Resolved: That the General Secretary be asked to include in the next issue of *The A.T.A. Magazine* a fairly strong statement with respect to the stand of this organization regarding the matter of zoning and draw the teachers' attention to the fact, that until this organization changes its policy, the teachers are acting outside their jurisdiction to have anything to do with zone organization.

The implication which, of course, can not be escaped in this matter is obvious; teachers who collaborate with trustee organizations in this respect are acting out of conformity with the expressed will and desire of our Provincial Executive.



Awarded MBE

Major Harold S. Hodgins, RCA, who has been made a member of the Order of the British Empire in recognition of services overseas. For eight years prior to enlisting he was principal of the Olds high school.

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RIB TICKLERS



A school teacher of inquiring mind was touring Hollywood on a sight-seeing bus.

"On the left is the Crosby mansion," intoned the driver.

"Bing Crosby?" queried the teacher.

"No—Bob Crosby," was the reply.

"On the right is the Barrymore estate," continued the driver.

"John?" ventured the pedagogue softly.

"No—Lionel!" snapped the man with the megaphone, "And straight ahead is the Christ Church."

Hearing no response, a soldier seated next to the teacher nudged her and said: "Go ahead, lady—you can't miss every time!"

The noon whistle blew, and Joe and Bill grabbed their lunch pails and sought a shady tree. Joe pulled out a long package and started to unroll it.

"What have you got there?" asked Bill.

"While my wife was away," returned Joe modestly, "I made myself a pie."

"A pie? It's kind of long for a pie, isn't it?"

"Of course it's long," answered Joe. "It rhubarb!"

"Eleven kids, Jones? Have you gone stork mad?"

"I met our minister on my way to Sunday school, Mother," said Willie, "and he asked me if I ever played marbles on Sunday."

"And what did you say?" said Mother.

"I simply said: 'Get thee behind me Satan' and walked off and left him."

Housewife: "Look here! I can write my name in the dust on these piano keys."

New Maid: "Lor, Mum, ain't education wonderful?"

St. Peter: "How did you get up here?"

Latest Arrival: "Flu."

It Must Be the Climate

For Sale: Thirteen good hens now laying eggs, also potatoes, fence posts and Baldwin apples.

Poem

There was a young lady named Banker;
Who slept while the ship lay at anchor.

She awoke with dismay, when she heard the mate say:
"Now hoist up the top sheet and spanker."

"What in the world are you doing down there in the cellar?" asked the puzzled rooster.

"Well, if it's any of your business," replied the hen, "I'm laying in a supply of coal."

A teacher was demonstrating the poisonous qualities of alcohol and put two worms into water and then put them into alcohol. The worms immediately died. She then asked the class what the demonstration proved. Johnny replied: "If you drink alcohol you won't have worms."

A young woman who had recently taken charge of a kindergarten entered a trolley car and, as she took a seat, smiled pleasantly at a gentleman sitting opposite her. He raised his hat, but it was evident that he did not know her.

Realizing her error, she said in tones audible throughout the car:

"Oh, please excuse me. I mistook you for the father of two of my children."



Local News

ACADIA

A joint convention of the teachers of Oyen and Hanna districts was held in Hanna on November 30th, December 1st. A large percentage of teachers attended and spent a pleasant and profitable two days. The invocation was delivered by Father Harnett, and addresses of welcome were given by Mayor Schacher and Mr. Odell, chairman of the school board. Many practical suggestions were presented by Dr. A. J. Cook, University of Alberta, Inspector H. C. Sweet, Inspector J. R. S. Hamby, Mr. Norman J. Kennedy, Calgary, and Mr. Maurice F. Freshill and Mr. H. J. Hall of Oyen. Major Frame gave an interesting account of the educational system of England as he saw it when stationed there during the past three years. Inspectors J. R. S. Hamby and D. Aikhead were present to assist the teachers with their problems. Mr. J. W. Barnett, General Secretary-Treasurer of the A. T. A. discussed proposed changes to be made in the A. T. A. Constitution; these changes were supported unanimously by all teachers present. The highlight of the two days was the banquet, sponsored by the Ladies' Auxiliary of Hanna, at which Honorable R. E. Ansley, Minister of Education, delivered a most thoughtful and interesting address. At the business meeting of the Acadia Local No. 2, the following officers were elected: President, Mr. Harold J. Hall; Vice-President, Mr. Maurice F. Freshill; Secretary-Treasurer, Miss Hazel B. Parks; Board Representative, Mr. Hugh W. Horne. Mr. Hall, Mr. Freshill and Mr. Horne were elected to form the Salary Negotiating Committee. The various Sub-locals of the Acadia Local No. 2 also elected their new officials and made plans for their next meetings.

ATHABASCA

The December meeting of the Athabasca Sub-local was held in the Athabasca school on Saturday, December 2nd. Miss B. May, the Public Health Nurse, led a round-table discussion on school health problems. The Sub-local is indebted to Miss May for this timely aid.

BELLIS

The first meeting of the Bellis Sub-local A. T. A. was held in the Yuma High School on Friday, October 20th. The year's program was planned. Among other activities it was decided that the Sub-local is to function as a tion. The gathering was lively and the study group on postwar reconstruction following were elected: Mr. J. Shubert, President; Mr. G. Schulha, Vice-President; Miss C. Kupchenko, Secretary-Treasurer; Mrs. A. Hannochko, Social Convener; Mr. A. H. Stolsky, Press Correspondent and Councillor. Regular meetings will be held on the first Friday of each month at place chosen.

On invitation, the second meeting of the Sub-local was held in the home of Mr. G. Schulha on November 4th. Due to weather conditions all the members were not present but very lively discussions were held under the splendid leadership of Mr. J. Shubert. Informal

discussions dealt with the problems of organizing study groups in each school district. This was followed by a treatise and discussion on the techniques of enterprise teaching followed by the various teachers. The discussions were so lively that they were not interrupted while Mrs. G. Schulha served a very nice tea. This Sub-local has the makings of an active and interesting group.

BOYLE

The first meeting of the Boyle Sub-local was held on Friday evening, December 1st. Miss Lantinga called the meeting to order. Miss M. Parkingson was elected President, and Miss C. A. Bower as Secretary-Treasurer. There were only six teachers present. The projector owned by the Sub-local was discussed. It was decided that the Boyle teachers should work out a schedule for the projector. All teachers interested in using the projector should attend the next meeting which will be on the second Friday of January. Part of each meeting is to be used for the discussion of school problems. All meetings of the Sub-local will be held in Boyle at seven-thirty on the second Friday of each month.

CALGARY RURAL

Last year the Calgary Rural A. T. A. Local decided to offer a scholarship of \$25.00 to the best grade 9 pupil in our Local. The basis of award was purely scholastic. The winner was Miss M. F. Ruth Young of Springbank school. At our business meeting during the Fall Convention we decided to do the same thing again this year.

CALMAR

The second meeting of Calmar Sub-local of the A. T. A. was held Tuesday, December 5th at the Calmar high school. Mr. Westlund, the District Councillor, gave a report from the Local about closing of schools, Normalites, circulation libraries, Christmas concerts, etc. A tentative program of topics of discussion for the year was drawn up. The suggestions included the following: "Changes in High School Curriculum," "Outline of Successful Enterprises," "Organizing the School Library," "Books I Have Read and Enjoyed." One of these will be given at the next meeting. A film, "The Growth of Industry in Canada," was then seen.

CHAUVIN

The re-organization meeting of the Chauvin Sub-local A. T. A. was held on November 4th in the home of Mr. and Mrs. Sig Sorenson. The following officers were elected: President, Mr. Sig Sorenson; Vice-President, Mrs. J. Car-gill; Secretary-Treasurer, Mr. Sam Gordon; Councillor, Mr. Sig Sorenson; Press Correspondent, S. H. Gordon.

* * *

The second meeting of the Chauvin Sub-local A. T. A. was held November 18th in the home of Mr. and Mrs. Sig Sorenson. An interesting discussion regarding moving picture machines and Christmas concert material ensued. It was decided that each teacher bring a school problem to be discussed at the next meeting. The next meeting will be held in one of the Chauvin schools sometime in January. After the business part of the meeting we all enjoyed a delicious lunch served by Miss O'Brien and Miss Bowers.

CLARESHOLM

The Clareholm Sub-local held a meeting in the school on November 19th with ten teachers present. Reports from the Lethbridge convention on Reading in Divisions I and II were given by Miss Foster and Mrs. Justason. Mrs. Jensen gave a report on Survey Tests as discussed at the convention. The next meeting will be held the second Saturday in January. A delicious lunch was served by Miss Burke and Miss Magregor.

CLOVER BAR

At the regular monthly meeting of the Clover Bar Sub-local, Mr. D. Roberts, Secretary-Treasurer of the Municipal District of Strathcona gave his appreciative audience a very interesting and highly informative insight into municipal affairs of the district. Mr. L. L. Piercy, presided and a lively discussion followed. Each member present was given a map of the municipality, enabling them to follow more intelligibly the various items discussed.

COLINTON

The re-organization meeting of the Colinton Sub-local was held in the Colinton school on December 2nd with seven members present. The following officers were elected: President, Mrs. E. B. Parker-Nord; Vice-President, Mr. A. Nimko; Secretary-Treasurer, Miss M. F. Calder; Press Correspondent, Mrs. S. R. Adamson. Plans were made for the next meeting to be held in Meanook on January 14th. Rev. Fr. McMahon will be present to demonstrate the operation of the moving picture projector recently purchased by the Divisional Board.

CONSORT

A meeting of the Consort Sub-local of the A. T. A. was held in the Consort Primary school on December 2nd. The attendance was small but the proposed plan of electing Councillors instead of A. G. M. delegates was discussed. We wish to deal with this matter more fully at our next meeting on January 6 in Consort at 8 p. m. Members please attend.

CYPRESS--TILLEY EAST

The regular monthly meeting of the Cypress-Tilley East Local was held in the Toronto street school in Medicine Hat on Saturday afternoon, November 25th. The following officers were elected for the new term: President, Mr. Edgar Morrison; Vice-President, Miss Agnes Bernier; Secretary, Miss Meta Schuler; Press Correspondent, Mrs. E. Gidych; Executive, Miss Falkenstein, Miss B. Voss, Mrs. I. Hill, Mr. R. Erickson, Mr. E. Broxy and L. Bader. The secretary was requested to write to the Saskatchewan Teachers' Federation and make inquiries with regard to their new salary minimum, observing that question may have a direct bearing on the supply of teachers in this particular locality another year. It was decided to hold meetings on the first Saturday of each month at 2 p. m.

DERWENT

The annual meeting of the Derwent Sub-local was held on December 2nd in Derwent in the Town Hall. After the various reports were presented, the following were elected

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for the coming year: President, Mr. D. Chapko; Vice-President, Mrs. L. Podalak; Secretary-Treasurer, Mr. W. Bober; Councillor on the Two Hills A. T. A. Executive, Mr. A. Rostron; Press Correspondent, Mr. D. M. Nikolaichuk; Program Committee, Mr. M. Podalak, Mrs. Orlecki, Mr. Rostron. It was decided to investigate the purchasing of sound projection, since last year such good results were obtained from the showing of films. The following were elected on this committee: Mr. Rostron, Mr. Bober and Mrs. Melnyk. Mr. Bober presented an interesting address on the subject of reading. He showed very ably how the three reading skills, thorough reading, rapid reading, and skimming can be developed. Mr. Chapko gave an enlightening resume of his experiences in the early formations of teachers' Sub-locals. The next meeting will be held in Derwent, January 27th, and the following speakers have consented to prepare a short talk: Mrs. Orlecki, Mr. Chapko, and Mrs. Nikolaichuk. Let us see a good turn out. After the meeting a hearty and delicious lunch was served by our hostess, Mrs. Chapko and Mrs. Rostron. A cordial welcome is extended to all new members.

DEWBERRY

The first meeting of the new term of the Dewberry Sub-local was held at Dewberry, November 2nd. Five members were present. The election of new officers was the main business. Officers are as follows: Secretary-Treasurer, Miss Leslie Robson; President, Mr. David Clark; Vice-President, Miss Annie Martin; Councillor, Mr. Martin Bruce; Press Correspondent, Mrs. Doreen Dorey. The date for the next meeting is December 2nd; the place Clondonald Public School. A very tasty lunch was served by Mrs. Bruce during which the teachers discussed some of their classroom problems.

EAST McLENNAN

The East McLennan Local held its election for the year on November 23rd, 1944. The Executive is as follows: President, Miss Carrie MacKay; Vice-President, Miss Margaret Corley; Secretary-Treasurer, Sister Denise Helene; Press Correspondent, Mrs. Crouch.

EGREMONT

The re-organization meeting of the Egremont Sub-local was held at the home of Mr. Murray on November 23rd. The following officers were elected: President, Mr. Sawka; Vice-President, Mr. Sheremata; Councillor, Mr. Murray; Secretary, Miss Anderson; Press Correspondent, Miss Sheddowsky. Discussion of the salary schedule followed. Work for the Enterprise book was assigned. It was decided to hold a joint meeting with the Redwater Sub-local in December. At the close of the meeting a delicious lunch was served by Mrs. Murray.

EVANSBURG-WILDWOOD

The first meeting of the Evansburg-Wildwood Local of the A. T. A. was held November 18th. The election of officers was as follows: President, Mr. R. Stonehawker; Vice-President, Mrs. Rogers; Secretary-Treasurer, Mrs. V. Platt; Press Correspondent, Mrs. M. E. Atkinson; Councillor, Miss D. Johnson. The meeting went on record as being in favor of the Councillor System as well as favoring the small Divisional Conventions. When the meeting was brought to a close the hostess, Mrs. Rogers, and her daughter, served a delicious lunch.

GLENDON

A Local A. T. A. meeting was held at Glendon, Saturday, December 2nd. Six of

The A.T.A. Magazine

of the Glendon Sub-local teachers were in attendance. The meeting was called to order by the president, Mrs. Maclean. The minutes of the last meeting were read and adopted. The meeting was then open for the election of the new 1945 executive members. The new members elected were: President, Mrs. Maclean; Vice-President, Mr. A. Shandro; Secretary, Mr. W. Selezinka, and Press Correspondent, Miss I. Bliss. The Executive agreed to meet and arrange the year's program.

GIROUXVILLE-McLENNAN

The Girouxville-McLennan Sub-local held its election at the first monthly meeting, October 21. The Executive is as follows: President, Sister Denise Helene; Vice-President, Sister St. Medard; Secretary and Press Correspondent, Sister Beatrice.

An interesting and well-attended meeting was held at the Falher Consolidated school on December 2nd, 1944. After the reading of minutes and usual business we had an interesting and practical speech on education and character formation, etc., given by a guest speaker, Rev. H. Routhier. A lively and helpful discussion followed. The next meeting is to be held in Girouxville, January 20th, 1945.

HAIRY HILL AND WILLINGDON

A very successful joint meeting of the Hairy Hill and Willingdon Sub-locals was held Friday, December 1st, at 8 p. m. in the new Hairy Hill school, with Miss Marion Fodchuk presiding. The following gave interesting addresses: Miss Rose Faryna, district economist, gave the teachers many suggestions for school lunches including ideas for soup which is now being served in a few schools; Miss MacDonald, Divisional Nurse, enlightened the teachers as to what could be expected of the health unit and also many other items of interest to the teachers; Mr. Fred Magera, District Agriculturist, had as his topic "Rehabilitation of Agriculture," which proved very interesting; Mr. L. L. Kostash, district A. T. A. representative, reported on items concerning the A. T. A. A discussion took place after the addresses were given. After some games, which were certainly enjoyed by all, the new Hairy Hill staff served a delicious lunch.

HALKIRK-GADSBY

An organization meeting of the Halkirk-Gadsby Sub-local was held at the home of Mrs. Wallin, Saturday, December 2nd. The following officers were elected: President, Mrs. N. Wallin; Vice-President, Mr. M. McPherson; Secretary-Treasurer, Miss E. Alexandre; Councillors, Mr. M. McPherson; Press Correspondent, Miss H. Taylor. Plans were discussed for getting a projector for the school. Meetings are to be held the first Saturday of every month, with one member responsible for a talk, and one for entertainment, each month. The next meeting will be held at the home of Miss E. Alexandre on Saturday, January 6th, at 3 p. m. A delicious lunch was served by Mrs. Wallin.

HUGHENDEN-CZAR

Hughenden-Czar Sub-local held its first meeting in Hughenden school December 9, with eight members present. Officers elected were: President, Mr. C. Nelson; Vice-President, Miss M. Mather; Secretary, Miss O. Fuglem. All present were in favor of the proposal to make a change in the A. G. M. Some plans for future meetings were made. The divisional salary schedule was discussed. Miss L. Erickson and Mrs. Rees will lead a discussion on Enterprises in Division I and II, at the next meeting to be held in Czar school, January 13th, at 2:30 p. m. We hope for a good attendance.

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LAC LA BICHE

A convention of the teaching staff of the Lac La Biche inspectorate took place at Lac La Biche on November 9th and 10th. Thirty-three teachers were present. After the welcome addresses by Mr. McLarty, Mr. Mouille and Father McGrane, very enlightening talks were given by Miss Gould, Miss Bolch, Sister Teller and Miss Uleah on the beginning teachers, seatwork demonstrations, skills and their improvements. The language demonstration given by Sister Montpelier and her pupils proved to be interesting and educative. Sister Blais and her Division I pupils carried on the activity program. We had been fortunate to have Mr. L. Kunelius, M. A., as our guest speaker. He spoke on Enterprise in the elementary school. Next day of our convention brought more interesting talks by Mr. Senetza and Mr. McLeay. Then we had the pleasure of hearing from our superintendent, Mr. L. A. Broughton. We spent the afternoon in A. T. A. business. The incoming executive chosen by the nominating committee are as follows: President, Mr. McLeay; Vice-President, Mr. J. Hannechko; Secretary-Treasurer, Sister Montpelier; Press Correspondent, C. Kilan.

LAC STE. ANNE

The Executive of the Lac Ste. Anne Local met in Onoway, December 2nd. Mr. Crawford was chairman. The letter regarding the proposed changes in the constitution of the A. T. A. was discussed. Mr. Woodhouse reported for the teacher representatives at the November divisional board meeting. Changes in the salary schedule were discussed. Miss Slade, Miss Croteau offered to contact the central office re salary schedule before the meeting of the salary schedule committee at Cherrhill on Saturday, January 6th.

RADWAY

The November meeting of Radway Sub-local was held in Radway school on November 3rd. Our Councillor, Mr. Styra, gave his report on the fall convention which was to be held in Smoky Lake on November 16th and 17th. Several resolutions were voted upon which were to be presented to the resolutions committee of the convention. The projector was another topic of discussion. A new circuit was arranged. The rates charged for the use of the projector were to be the same as last year. The year's work is to be planned later.

The December meeting of the Radway Sub-local was held in Radway school on

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December 1st. Discussion on the purchasing of a sound projector was led by Mr. Styra. Mr. Kulka was to write for more information on the sound projector. It was decided that the divisional track meet and festival should be tabled for the duration. Teachers present were asked to approach their local districts on the forming of some community project. The meeting then adjourned and lunch was served by the lunch committee. The January meeting is to be held on January 12th, at 7:30 p. m.

ST. MICHAEL

The first meeting of the St. Michael Sub-local was held on October 19th in the St. Michael school. The following were elected to the Executive: President, Mr. A. J. Fedoruk; Vice-President, Mr. Sylvester Savitsky; Secretary-Treasurer and Press Correspondent, Miss R. Serink; Nominating Committee, Mr. A. W. Fedoruk; Auditor, Mr. J. Kozlak. Mr. Fedoruk gave the teachers a short preview of the fall convention and then the salary schedule, rents and janitor work was discussed. At the close of the meeting lunch was served.

SMOKY LAKE

The organization meeting of the Smoky Lake Sub-local was held in the Smoky Lake high school in the afternoon of Saturday, October 14th. The following officers were elected: President, Mr. Filewych; Vice-President, Mr. Van Piper; Secretary-Treasurer, Miss L. Stogrin; Social Committee, Mr. William Neeck, Miss O. Gavinchuk, Miss S. Zytaruk, Mr. J. Dubeta, Miss A. Pelech and Mr. Leskiw; Councillor, Mr. M. Ukrainetz; Press Correspondent, Miss S. Danyluk. A discussion was held on the forthcoming convention which was held November 16th and 17th. It was decided that all succeeding meetings were to be held the first Saturday of every month and that each meeting was to be divided into three sections: Business, one-half hour; Discussion, one hour; Social, one-half hour.

The December meeting of the Smoky Lake Sub-local was held in the Smoky Lake high school on Saturday, December 9th, in the presence of thirteen teachers. Mr. G. Kolotyluk presided in the absence of the president, Mr. Filewych. A discussion was held on the salary schedule, following which a motion was brought forward which was to be presented to the Divisional Board. The formation of Farm Forum groups in various school districts was suggested by Mr. G. Kolotyluk and discussed by the group present.

SEXSMITH

The Sexsmith Sub-local held their meeting in room two of the school, December 9th. It was decided to hold meetings at points in the district in the hope of contacting more teachers to learn their interests to aid in the planning of meetings so that they will be well attended and made worthwhile. Our next meeting will be held at Teepee Creek on Friday evening, January 12th at 8 p. m. Mr. C. B. Johnson superintendent of schools, is being asked to address the teachers. The meeting adjourned after which those present enjoyed a quiz, followed by a tasty lunch served by Miss S. Carter and Miss N. O'Connell at their teacherage.

STIRLING

At the organization meeting of the Stirling Sub-local the following officers were elected: President, Miss Marian Allen; Vice-President, Miss E. Perrett; Secretary, Mr. Nickols; District Representative, Mr. C.

Young; Salary Negotiator and Press Correspondent, Mr. A. Rosenthal. The remainder of the meeting was spent discussing problems of interest to the local teachers.

SWALWELL

The monthly meeting of the Swalwell Sub-local A. T. A. was held at the new Hope school on Thursday, November 23, with twelve members in attendance. The business part of the meeting took the form of a discussion period. The topics considered were the health card, sent out by the Wheatland school board, and plans and ideas for Christmas concerts. The meeting was then addressed by Miss Irene Moran on "The Shell Filling Plant at Ajax." This was followed by a talk entitled, "Visits in Eastern Canada and New York," by Mrs. Mary McComb. Lunch was served by the hostess, Mrs. Moore, assisted by the lunch committee. The next meeting will be held on January 18, at New Hope school.

TWO HILLS

The reorganization meeting of the Two Hills Sub-local was held in Two Hills high school on December 2nd, with fifteen members present. The minutes and financial statement were read and approved. The following officers were elected: President, Mr. J. Berezan; Vice-President, Miss S. Odynsky; Secretary-Treasurer, Mr. W. Gogolik; Press Correspondent, Mr. J. Hohol; District Councillor, Mr. D. Podeluk; Social Committee, Miss K. Semniuk, Miss V. Humen and Mr. A. Rogalsky. A discussion on the building of teacherages resulted in a general opinion that five-room cottages with full basements should be built. Plans were laid for the operation of the projector circuit. A committee was appointed to interview the superintendent, Mr. F. Hanochocko, concerning report cards for Divisions I and II. The next meeting is to be held in Two Hills on January 13th. A delicious lunch and an enjoyable social hour at the home of Mr. N. Poohkay concluded a delightful afternoon.

TABLE OF CONTENTS

A New Year's Message From Our Minister	1
Editorial	3
President's Column	6
Our Biggest Reconstruction	
Job—the Schools, by Max Braithwaite	9
The New Plan for Teacher Training, by the Hon. R. Earl Ansley	15
Letters in Canada, 1943, by Mary Winspear, M.A., Ph.D.	19
Highlights of the Xmas Executive Meeting, by G. C. French, M.A.	21
Postwar Reconstruction	23
Aged in Wood, by R. A. W.	27
Association Announcements	29
Departmental Bulletin	32
Math-Sci.	37
Industrial Arts	41
Local News	45

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